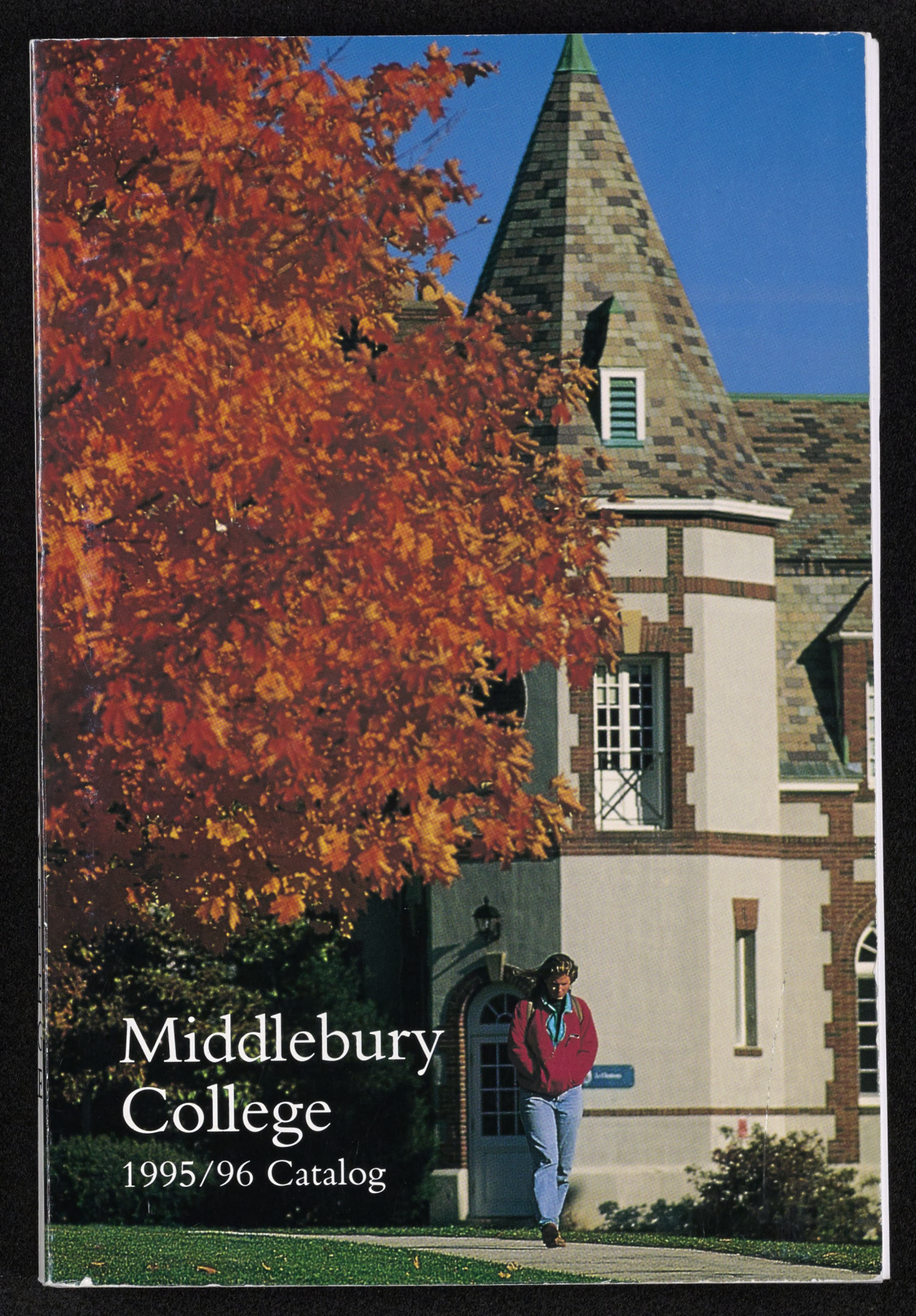


The background of the cover is a photograph of a Middlebury College building with a prominent conical roof and a person walking on a path in front of it, partially obscured by a large tree with vibrant autumn foliage.

Middlebury College

1995/96 Catalog

Middlebury College complies with applicable provisions of federal and state law which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

Middlebury College endeavors to present an accurate overview of the programs, facilities, and fees of the College in this catalog. The College reserves the right, however, to alter any program, facility, or fee described here without notice or obligation. This catalog is published annually in the spring. It is supplemented by separate publications describing first-year student seminars and winter term courses, as well as by fall and spring term registration supplements.

Cover photograph by Alan Jakubek

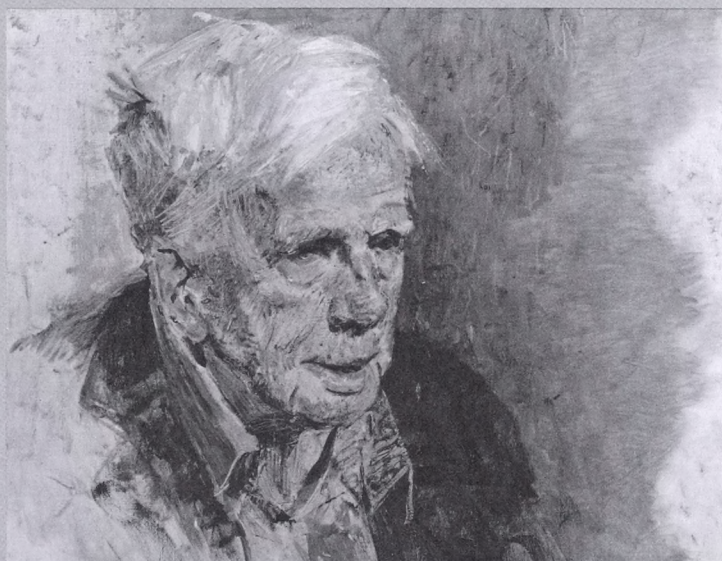
Other photographs by Gabriel Amadeus Cooney and Erik Borg

This catalog is printed on recycled paper.



Middlebury College

1995/96 Catalog



*Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright . . .*

Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924. Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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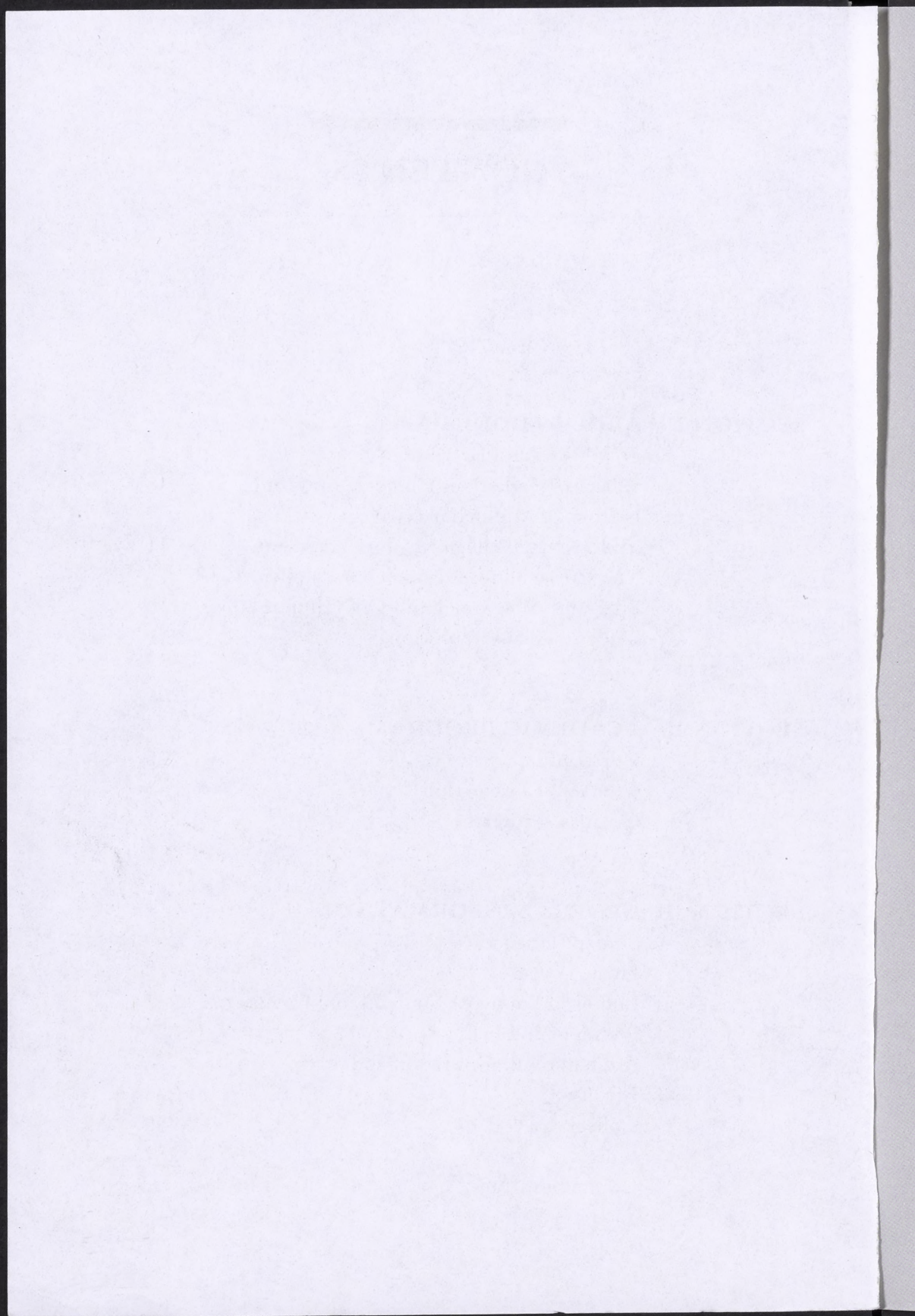
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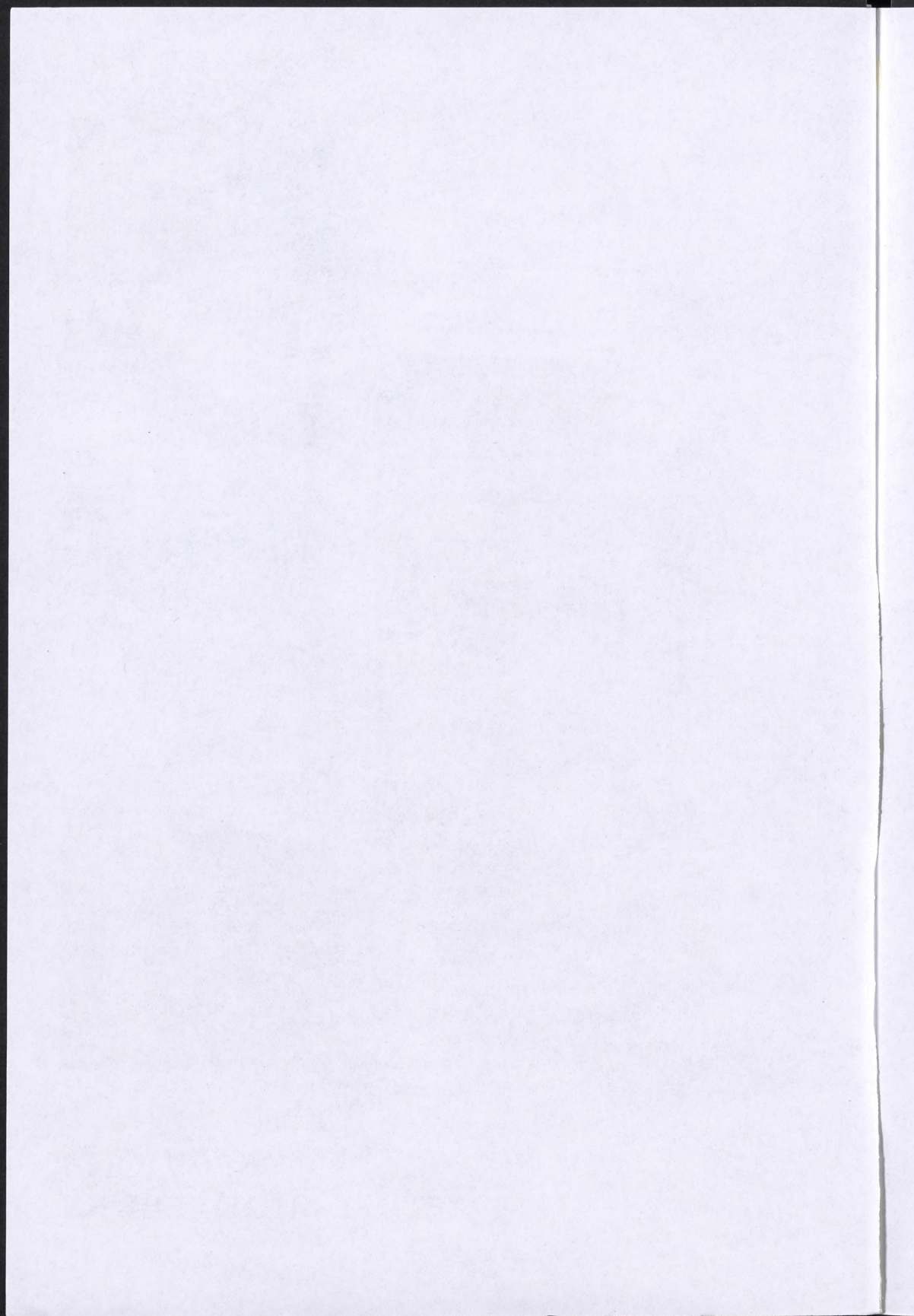
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SECTION I
ABOUT MIDDLEBURY



TO CHOOSE AND BE CHOSEN

*Something we were withholding made us weak
Until we found it was ourselves . . .*

Robert Frost

Middlebury makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living, and much more, but nothing will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study, in athletics, in the arts, in the pursuit of leadership, and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

Middlebury is well-known as one of New England's outstanding small, residential liberal arts colleges of long tradition. It offers its students a very broad curriculum embracing the humanities, foreign languages, social sciences, and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school.

Middlebury is an institution with a long-standing international focus. Middlebury's education reflects a sense of looking outward, a realization that the traditional insularity of the United States is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns. For some this transcendence may come through the study of other people and other tongues; for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1,300 partici-

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pants, among whom are a number of Middlebury undergraduates. High in the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for two weeks of intensive exchange on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow, and Paris—the Language Schools site the headquarters of the Middlebury Schools Abroad. These schools enroll approximately 300 graduate and undergraduate students who seek to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is in session each summer not only in Middlebury, but also at Lincoln College, Oxford, in the United Kingdom and at St. John's College in Santa Fe, New Mexico.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of

course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers, but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook, and the final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury's becoming a liberal arts college of the first rank can be seen as the culmination of a process of growth and change that began when a few men of the town of Middlebury decided in 1800 to take upon themselves, with foresight and fortitude, the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into a liberal arts college of national and international renown.

Middlebury's purpose was originally to train young men from Vermont and neighboring states for the ministry and other learned professions of the early nineteenth century. The college started from modest beginnings, with only seven students enrolled when classes began in November 1800. The

ABOUT MIDDLEBURY

first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

In 1819, upon his death, Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate, valued at over \$13,000, to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper over the past 200 years. In recognition of his gift, West College, Middlebury's new building, which had been completed a few years prior to the donor's death, was renamed Painter Hall. Painter Hall, which along with Old Chapel (1836) and Starr Hall (1861) forms the College's "Old Stone Row," is the oldest college building still extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College. He was the first African-American citizen to earn a baccalaureate degree at an American college.

Middlebury College grew slowly during the nineteenth century. The growth was not steady, however, as the College was not immune from the social and political movements that affected northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

One of the most important developments in Middlebury's history occurred in 1883, when the trustees decided to accept women as students in the College. Middlebury was one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. For more than a century, Middlebury has been preparing women for positions of leadership, both on campus and in the world at large.

In the years following the admission of women, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (1885-1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908-1921). During the second decade of the twentieth century, the College's enrollment more than doubled, and the number of buildings, the size of the

faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the twentieth century. The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency.

Throughout the mid-twentieth century, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant of the College. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration and the husbanding of resources for the long term.

During the past three decades, under the leadership of Presidents James Armstrong (1963-1975) and Olin Robison (1975-1990), Middlebury attained a new level of excellence. The student body grew not only in numbers, but also in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement and a concern for the personal development of their students. The international dimension of Middlebury was strengthened, through the introduction of new subjects into the curriculum and through the establishment of additional Language Schools. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the fifteenth president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

MIDDLEBURY COLLEGE MISSION STATEMENT

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1992:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective

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development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To assure that our students achieve their potential the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and co-curricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas and in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend ideas, societies, cultures, traditions, and values other than their own.

THE CURRICULUM OF MIDDLEBURY COLLEGE

A Middlebury education:

- Establishes the foundation of a broad and deep liberal arts education
- Prepares students to meet the demands and requirements of informed and thoughtful citizenship, including the skills of critical thinking, reasoning, exposition of ideas, and quantitative analysis
- Involves dialogue and direct intellectual exchange between students and faculty, as well as among students, both inside and outside the classroom
- Provides the opportunity for students to share intellectual experiences with the faculty in order to promote learning and a greater sense of community
- Enables our graduates to play significant roles in society and to meet the complex, varied, and moral challenges of citizenship
- Prepares our graduates to meet new intellectual challenges and to appreciate that knowledge is always changing and expanding

We have an ideal of the kind of person a Middlebury education should help to make. This is a person who can think logically; who can write not only with accuracy and clarity, but also with style and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous analytic techniques in seeking answers; who knows how to read—analytically and imaginatively—literature and philosophy from around the world; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only such proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students even to seek such an ideal is asking much, but we believe each Middlebury student is capable of approaching it. The faculty and staff at Middlebury College have dedicated their talents and their efforts to making such achievements possible.

The Structure of Middlebury's Curriculum

A Student's Course of Study

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution and cultures and civilizations requirements. There are also several other general requirements, which we see as opportunities, the chance to explore new areas of inquiry. In all these areas students have a broad range of choices.

First-Year Student Seminar: Each student elects one of a number of seminars for first-year students during his or her first semester. These seminars are thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines. They have an intensive writing component, and the instructors serve as the academic advisers for their seminar students.

Writing-Intensive Course: In their second, third, or fourth semesters, students choose one course from among the College Writing Courses offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction.

Breadth: Distribution and Cultures and Civilizations Requirements

Distribution Requirement: Each student must take at least one course in seven out of eight of the following categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign language.

Cultures and Civilizations Requirement: Each student must take at least one course focusing on some aspect of the cultures and civilizations of the United States, one course focusing on some aspect of European cultures and civilizations, and one course focusing on some aspect of cultures and civilizations other than those of Europe or the United States.

Courses that count toward the major and the minor may be used to satisfy distribution and cultures and civilizations requirements.

Minor: Students who elect to do so may complete voluntary minors as another means of obtaining curricular breadth. A minor consists of five or

more courses in a department or program, including at least one course at an advanced level.

Depth: The Major

Students select a major at the end of the third semester, with the exception of some science and language majors that demand a highly structured sequence of courses, where students declare a major at the end of the second semester. Students may choose to explore two different areas, as double majors. They may also design a joint major, which combines two fields of study and culminates in a senior project. Most departmental majors have great inner flexibility, and many encourage interdisciplinary work. There are also established interdisciplinary programs. Another option is the international major, combining work in a non-language field with work in a foreign language and study at one of the Middlebury Schools Abroad. In addition, Middlebury has an Independent Scholar Program for those students whose talents and interests clearly would profit from programs they design themselves.

There are 38 different established majors, in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage, if they do not insist on, independent work in the field during the senior year. Although there is no major in teacher education, our program provides the equivalent of a minor and leads to licensure in the State of Vermont. The premedical, predental, and preveterinary programs require a number of specific courses, but no particular major. Middlebury also offers the necessary courses to prepare students for entry into professional schools in such areas as law, business, engineering, architecture, forestry, nursing, and environmental studies.

The Four-One-Four Curriculum

The pattern of a single year at Middlebury consists of a fall term of 12 weeks ending at Christmas vacation, a winter term of four weeks in January and a spring term of 12 weeks ending in mid-May. In the fall and spring terms, the normal course load is four courses, but, with permission, students may take three or five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures not easily fit into a fall or spring term, and students have the opportunity to explore new fields of study. New

ABOUT MIDDLEBURY

areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Students can accomplish great efficiency in learning through this intensely concentrated period of study of a single technique, problem, or body of material.

Options other than standard courses are also open to students during winter term. Extensive possibilities exist for qualified students to pursue independent research projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

Middlebury College is much more than the undergraduate college that meets from September through May. The Language Schools, Middlebury Schools Abroad, Bread Loaf School of English, and Bread Loaf Writers' Conference are all integral parts of Middlebury's academic program. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international study. A significant proportion of Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. The Language Schools are based on the premise that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Courses range from beginning to advanced and graduate level. Middlebury students attend the Language Schools as preparation for one of the Middlebury Schools Abroad; to prepare themselves for other foreign programs, such as those in East Asia; or to begin earning credits toward a Middlebury advanced degree.

The Middlebury Schools Abroad

During the academic year, the Middlebury College schools in Florence, Madrid, Mainz, Moscow, and Paris offer junior year and graduate degree programs. Most Middlebury students engaged in the study of a European language—either as part of a language major or in conjunction with an international major, area studies program, or the major in international politics and economics—spend all or part of their junior year in one of the Middlebury Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of maturity not easily attainable in the familiar surroundings of home. The Middlebury Schools Abroad offer varied intellectual challenges within the European university system and an experience that can give special meaning and depth to the academic understanding of foreign languages and cultures.

Other Programs of Study Abroad

Nearly half of all Middlebury undergraduates study abroad for all or part of their junior year. In addition to students at the Middlebury Schools Abroad, others attend programs or universities in Europe, Africa, Latin America, East Asia, or Australia. In all cases students wishing to study with programs other than Middlebury's must demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have language proficiency sufficient to allow them to do work at an advanced level. Summer study at Middlebury may be necessary to achieve that degree of fluency.

International Majors and Programs

Area studies majors in East Asian studies and Russian and East European studies permit students to pursue programs grounded in at least three years of language study in Chinese, Japanese, or Russian and offering a broad array of courses in the history, literature, intellectual traditions, and social institutions of those regions. The international major enables a student majoring in an area other than language or literature to do advanced work in that discipline at one of the Middlebury Schools Abroad or an approved equivalent. The major in international politics and economics combines interdisciplinary work in political science and economics, and language study at Middlebury, with study abroad. All of these majors permit students to develop, in addition to language competence, an understanding of their area of specialization in an international context.

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The American Collegiate Consortium

The American Collegiate Consortium for East-West Cultural and Academic Exchange offers an opportunity for a limited number of juniors to study for the entire academic year at a variety of universities in Russia and other republics of the former Soviet Union.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at the campus near Bread Loaf Mountain. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Selected Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use them toward the master's degree in English. Selected Middlebury students may also attend the Bread Loaf programs at either Lincoln College, Oxford, or St. John's College, Santa Fe, New Mexico.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for two weeks in August. At the conference, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend.

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford University. Each year several juniors are selected to read in English; history; and politics, philosophy, and economics at Lincoln and Worcester Colleges. They will undertake a regular program of study at Oxford, and will receive a year of Middlebury course credits. Each year, qualified Middlebury upperclass students majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar tutorial and earn two course credits toward their undergraduate degree. If they prefer, students may apply these credits toward an M.A. degree to be pursued subsequent to their graduation from Middlebury.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Swarthmore College during spring term. Selected juniors may spend one term in the Nation's Capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group or nonprofit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea.

Summer Research

Many students, most—but not all—majoring in the natural sciences, have the opportunity to spend a summer working with faculty members both on and off campus on a variety of research projects. This research is frequently incorporated in a senior thesis. Most of these students are offered support in the form of a stipend and on-campus room and board, supported by grants obtained by individual faculty members.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, and leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science

ABOUT MIDDLEBURY

5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office. Applicants are encouraged to emphasize their strength of achievement by submitting any one of the following:

1. Three SAT II tests in different areas of study, including the SAT II Writing test and one quantitative SAT II test (chemistry, mathematics, physics)
2. Three Advanced Placement (AP) tests in different areas of study, including AP English and one quantitative AP test (computer science, chemistry, economics, mathematics, physics)
3. Three International Baccalaureate (IB) Subsidiary or Higher level tests in different areas of study, including IB Languages (A1, A2, or B, English only) and one quantitative IB test (chemistry, computing studies, economics, mathematics, physics, physical and chemical systems)
4. Three scores in different areas of study from any mix of the tests above, including one English test and one quantitative test
5. The American College Testing (ACT) assessment test

Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding academic records: 65 percent of the Class of 1998 graduated in the top 10 percent of their secondary school class and 85 percent in the top one fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

First-Year Early Decision I Admission	November 15 postmark
Transfer Spring Term Admission	November 15 postmark
First-Year Early Decision II Admission	December 30 postmark
First-Year Regular Admission	December 30 postmark
Transfer Regular Admission	March 1 postmark

Spring Term Admission

Approximately 90 students are offered spring term admission to fill vacancies created by students who graduate at mid-year and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

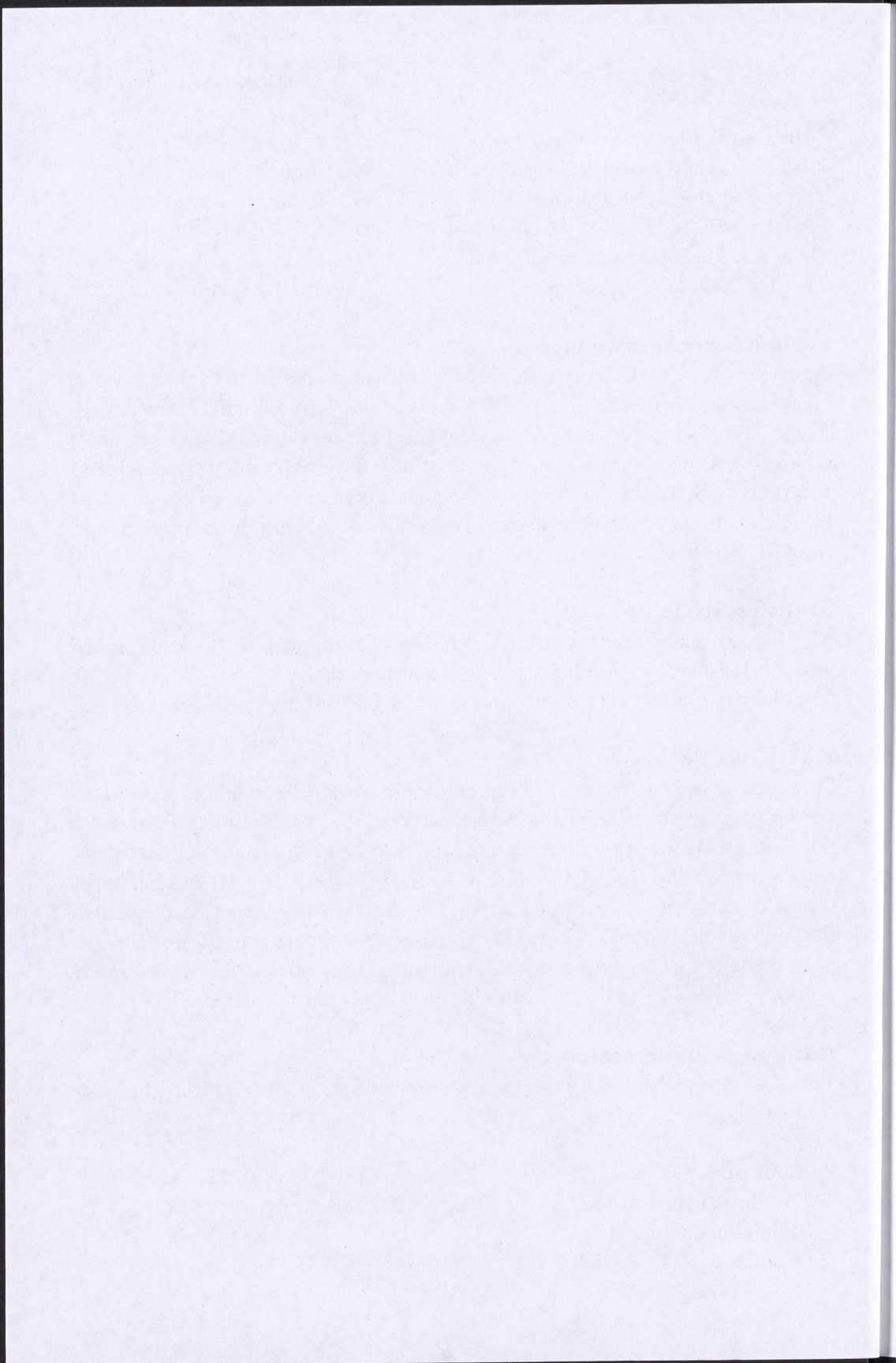
Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced Placement scores of 4 or 5 and IB Higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

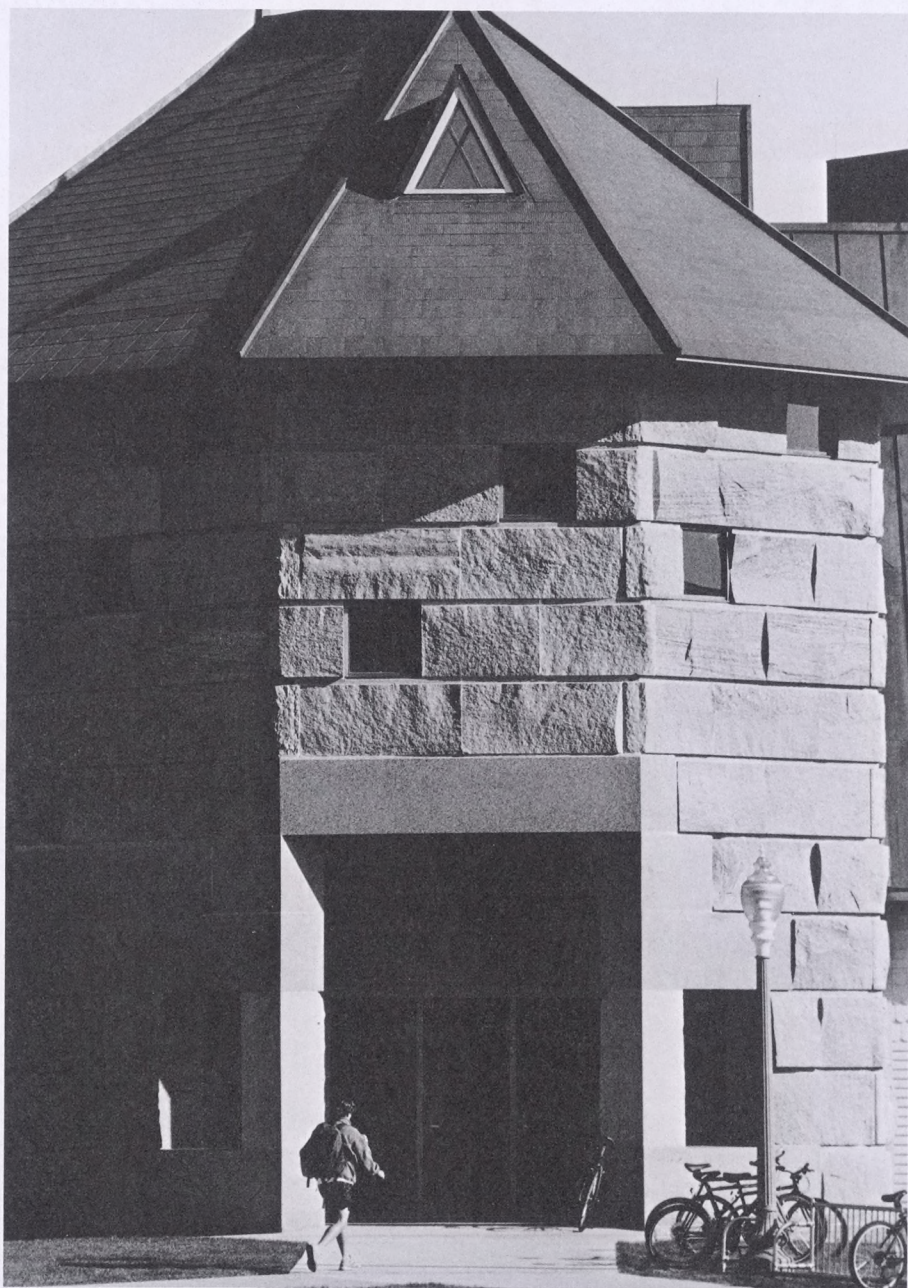
Admission Information

Those wishing additional information about undergraduate admission may contact:

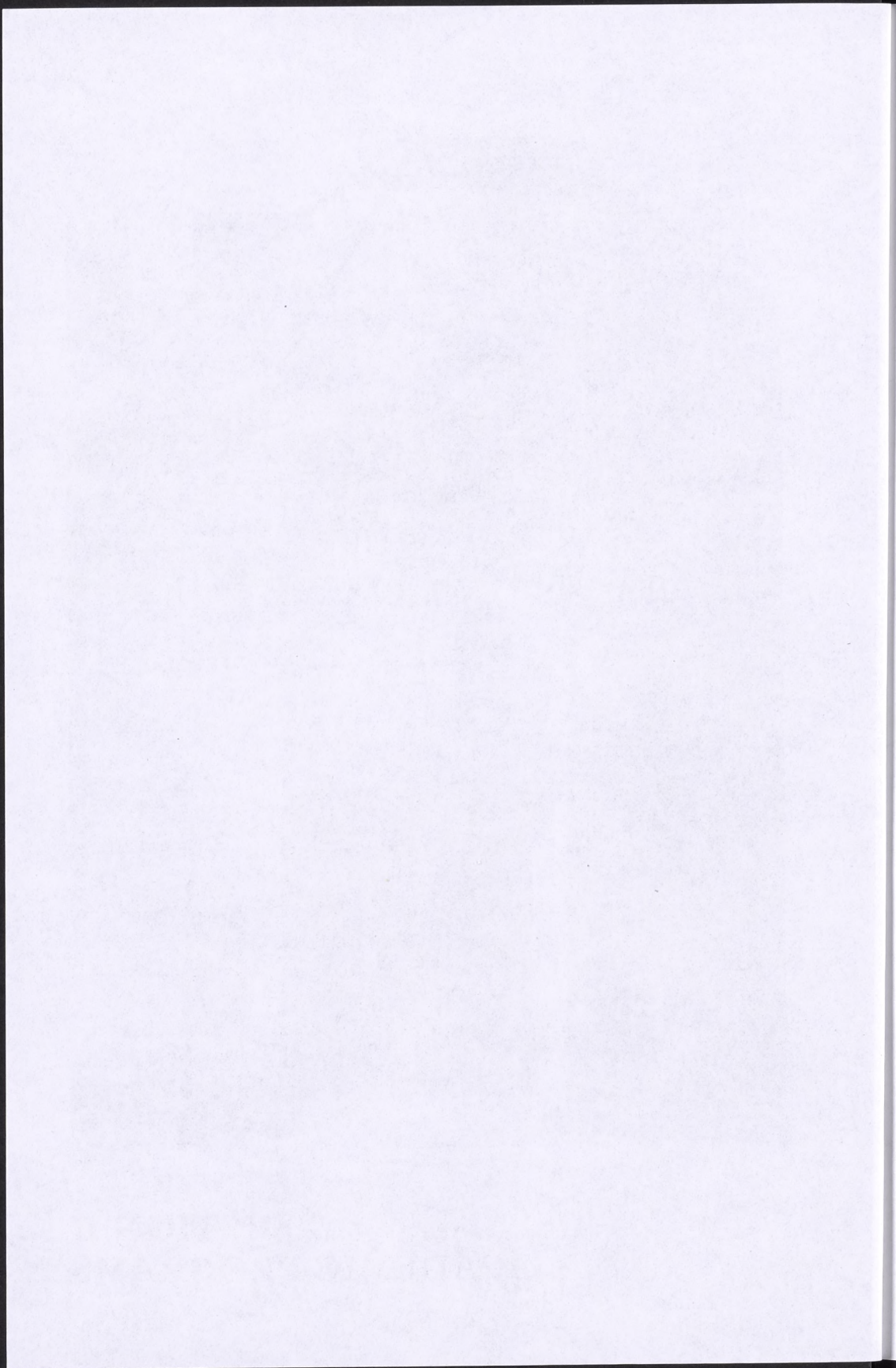
Admissions Office
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Middlebury College
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SECTION II ACADEMIC PROGRAMS



CURRICULUM

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees Master of Arts, Master of Letters, Master of Science, Master of Modern Languages, and Doctor of Modern Languages.

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship that this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

UNDERGRADUATE WORK

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The normal program of study is four courses in each of the fall and spring terms. Students may register for more than four fall or spring term courses only with specific approval of their advisers and the dean of students. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. Independent study in the senior year may count for as many as three course units as determined by a department. The courses may be distributed among fall, winter, and spring terms. In the winter term, students select one course of concentrated study.

Entering first-year students select their first-term program in consultation with their advisers. Final registration for courses occurs after students

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have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students. All entering first-year students must register for a first-year student seminar in their first semester at Middlebury.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing.

Nonstudents may audit courses only with the permission of the instructor and the vice president for academic affairs or his/her designate. In such cases official audit status is not possible.

Change of Course Registration

During the first two weeks of the fall and spring terms, course changes may be made if the student obtains the signatures of his or her adviser, the instructor of the course into which he or she wishes to change, and the instructor of the course he or she wishes to drop. With the signatures of his or her adviser and the instructor of the course, a student may withdraw from a course without penalty until the end of the seventh week of the term. Students may not take fewer than three courses per term without permission of the Administration Committee to become special students. The dean of students may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students copies of the *Middlebury College Handbook*, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

Grades

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours a week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the dean of students and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at the home address at the end of the fall term. At the end of the spring term, grades are sent only to the student at the home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. The numerical equivalents of grades are A+ and A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

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- College Scholar: • Grade point average of 3.6 with no grade lower than B- for students taking four or more courses
- Dean's List: • Grade point average of 3.3 with no grade lower than B- for students taking four or more courses
- Probation: • 2 Ds
• 1 D and 1 F
• D or F in winter term
• 1 D or 1 F for students completing only three courses in term
- Failure: • 3 Ds
• 2 Fs
• 1 F and 2 Ds
• 2 Ds or 1 F while on probation
• D or F in winter term while on probation
• Three times on probation
• 1 F and 1 D, or 2 Ds, or a second successive term on probation for students completing only term three courses in term

First-year students receive some leniency in recognition of their adjustment to college.

- Probation: • 2 Fs and 2 Cs or better at the end of the first term
• 3 Ds and 1 C or better at the end of the first term
- Failure: • 2 Ds and 1 F
• 3 Ds or 2 Fs for students completing only three courses in term

Honor System

Before enrolling at Middlebury College each student must agree to abide by the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, preannounced tests, and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor System come under the jurisdiction of the Judicial Council, which is student managed. Anyone who observes an infraction should report the offense to the office of the dean of students. Any

infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

Academic Honors

The College recognizes superior academic achievement in the following ways.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter of Vermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude*, *magna cum laude*, and *cum laude*.

Honorary Appointments: The faculty makes honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Transfer of Credit

Students may transfer course credits from other institutions only at the discretion of Middlebury College. Before taking courses elsewhere, a student enrolled at Middlebury should prepare a "Transfer of Credit" form, requiring approval by the student's major department chair, the student's adviser, and the dean of students. Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the dean of students and of transcripts from approved educational institutions. Transcripts must be offi-

cial and sent directly from the institution granting credit. Grade reports and unofficial or hand-carried transcripts are not acceptable.

To receive credit the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses with a grade of C- or better may be transferred and applied toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record; they may be used to fulfill distribution requirements only if specifically approved for that purpose by a Middlebury academic department and/or the Curriculum Committee. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses taken in high school applied toward a high school diploma or in a college/high school cooperative program are not transferable.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed a B.A. program at another accredited four-year college, regardless of the academic calendar followed. Failing grades and Ds at other colleges are not transferable. Transfer students' work will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. The major European examination certificates, such as the French Baccalaureate, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as nondegree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full com-

prehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

Motor Vehicles

All students with valid driver's licenses are permitted to have or operate a motor vehicle. All vehicles must be registered with Campus Security and parked in assigned lots.

DEGREE REQUIREMENTS

In the spring of 1993, the Middlebury College faculty approved substantial changes in the general education requirements for the degree Bachelor of Arts. The new requirements are mandatory for all students beginning with the Class of 1998 and are voluntary for students in the Class of 1997 who choose to earn their degrees according to the new requirements.

Under both the new and the old systems of degree requirements, students must complete a major. In addition, both systems require each student to complete a first-year student seminar, a second writing-intensive course by the end of the sophomore year, and two units of physical education.

Under the new degree requirements, all students must complete a seven-course distribution requirement based on content categories and a three-course cultures and civilization requirement. Students following the new degree requirements may choose to complete a voluntary minor. Under the old degree requirements, all students must complete an eight-course distribution requirement based on departmental groupings. The old degree requirements also include a four-course concentration requirement. Details of the two programs follow below in the sections "New Distribution Requirement" and "Old Distribution Requirement."

Major

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving

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study in the foreign languages or the natural sciences, require a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the office of the dean of students, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the dean of students.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization	Computer Science
American Literature	East Asian Studies
Art	Economics
Biology	English
Chemistry and Biochemistry	Environmental Studies
Chinese	French
Classical Studies	Geography
Classics	Geology

German
 History
 Independent Scholar
 International Major
 International Politics
 and Economics
 Italian
 Japanese
 Literary Studies
 Mathematics
 Molecular Biology
 and Biochemistry

Music
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Russian
 Russian and East European Studies
 Sociology-Anthropology
 Spanish
 Theatre, Dance, and Film/Video
 Women's Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the dean of students, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

International Major: The international major consists of a nonlanguage and nonliterature discipline and includes a specified number of advanced courses in that discipline taken at one of the Middlebury Schools Abroad or an approved equivalent. It satisfies the major and concentration requirement. Beginning in June 1995, a new, three-year international major joined the curriculum. Combining study in a discipline with language study, a few very focused students may study two summers and three academic years, working at the Vermont Middlebury campus and an approved foreign campus, to earn a Bachelor of Arts degree.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

First-Year Student Seminars and Writing-Intensive Courses

First-year student seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. All entering students will register for one first-year student seminar. The instructor of this seminar will be the first-year faculty adviser for all the students enrolled in the course. First-year student seminars typically may not satisfy departmental major requirements.

After completing a first-year student seminar, every student must elect within the next three semesters at least one course designated as a writing-intensive course. A writing-intensive course taken concurrently with a first-year student seminar does not satisfy this requirement. For a listing of the writing-intensive courses offered in 1995-96, see the "College Writing Program" section of this catalog.

Physical Education Requirement

Each student must complete two physical education units unless excused by the Administration Committee. No credit is given for athletic team activity. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

NEW DISTRIBUTION REQUIREMENT

To fulfill the new distribution requirement all students in the Class of 1998 and subsequent years must take at least one course in seven of the eight academic categories described below. A single course may be cross-listed in at most two categories. However, a student may count a single course for at most one category requirement. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses and first-year student seminars may also be used to satisfy distribution requirements.

Academic Categories

1. *Literature*: Literature has been a central form of expression for many societies. Analysis and appreciation of literary text give students insight into the minds and lives of other human beings—both their own cultural predecessors and people of different traditions—and into the process whereby human ex-

perience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision.

2. *The Arts*: The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context.

3. *Philosophical and Religious Studies*: Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history.

4. *Historical Studies*: History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this area study the development of societies and cultures over time.

5. *Physical and Life Sciences*: Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society.

6. *Deductive Reasoning and Analytical Processes*: Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning.

7. *Social Analysis*: This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers).

8. *Foreign Language:* Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a foreign language or focused on texts in a foreign language.

Cultures and Civilizations Requirement

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States; (2) one course focusing on some aspect of European cultures and civilizations; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States.

A single course may be listed in only one of the three categories above. A student may count the same course toward a distribution requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

Advanced placement credits may be used to satisfy distribution and/or cultures and civilizations requirements only if those credits are treated by the departments concerned as the equivalent of a course in the Middlebury curriculum that may be used to satisfy a distribution and/or cultures and civilizations requirement. No more than two distribution and/or cultures and civilizations categories may be satisfied with advanced placement credits.

Minors

Students pursuing the new degree requirements may elect to complete one or more minors. Minors will be governed by the following guidelines:

- Minors will consist of four to six courses, at least one of which is at an advanced level.
- Departments and programs may designate configurations of courses which will constitute a minor (or minors) for that department, program, or major.
- Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
- Students who elect to complete a minor are strongly encouraged to do so before their senior year. No minor will be accepted after registration for

- a student's final semester.
- Minors will be listed on students' transcripts.

OLD DISTRIBUTION REQUIREMENT

This degree requirement applies to all students in the Class of 1996 and to those students in the Class of 1997 who have not elected to fulfill the new degree requirements.

Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four departmental groupings: humanities, natural sciences, social sciences, and foreign languages/area studies. The humanities grouping includes courses in the departments of American literature and civilization; art; English; music; philosophy; religion; and theatre, dance, and film/video. The natural sciences grouping includes courses in the departments of biology, chemistry and biochemistry, geology, mathematics and computer science, and physics. The social sciences grouping includes courses in the departments of economics, geography, history, political science, psychology, and sociology-anthropology, and the program in teacher education. The foreign languages/area studies designation includes courses in the departments of Chinese, classics, French, German, Italian, Japanese, Russian, and Spanish; courses in the East Asian studies program; courses in the Russian and European studies program; and courses in the social sciences grouping on Latin America.

Courses in the major and the concentration, as well as writing-intensive courses, may be counted toward the distribution requirement. Since the fall of 1991, first-year student seminars do not count toward this distribution requirement. No student may count a course toward distribution requirements in more than one area.

Courses accepted for credit toward Middlebury graduation requirements, including transfer courses and advanced placement credits, may count toward the distribution requirement provided they fall within the curriculum of one of the four academic divisions. At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the foreign languages grouping, students choosing a course in East Asian, Russian and Eastern European, or Latin American area studies in partial fulfillment of the requirement must still take at least one course in the foreign languages division. The distribution requirement may not be fulfilled

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by FR 101 or 102 or SP 101, 102, 103, or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement. In addition to foreign language courses offered in the departments of Chinese, classics, French, German, Italian, Japanese, Russian, and Spanish, the division of foreign languages offers a number of courses in English. See the individual department listings for a description of these courses and when they will be offered.

All regular term courses in the division of natural sciences except BI 111 may be counted toward the distribution requirement.

Since January 1994, winter term courses that count toward this distribution requirement have been identified as such in the winter term catalog.

Concentrations

This degree requirement applies to all students in the Class of 1996 and to those students in the Class of 1997 who have not elected to fulfill the new degree requirements.

A concentration consists of four or more courses unified by a general principle. It may be a departmental or interdisciplinary theme (e.g., African-American studies, environmental studies, Judaic studies, or women's studies).

A student's concentration must consist of courses outside the division of his or her major and must be approved by his or her major adviser before the end of the sophomore year. Courses that count toward a student's major requirement may not also be counted toward a concentration. The student may choose a concentration from those developed by departments and programs, or may choose a self-designed concentration, subject to departmental or program approval. One course in an interdisciplinary concentration may be in a student's major division, but that course must be outside his or her major department.

Students completing joint majors, double majors, or interdisciplinary major programs that cross divisional lines are exempt from the concentration requirement. Students completing international majors are exempt from the concentration requirement.

The divisions for the purposes of the concentration requirement follow.

Arts: art, music, theatre, dance, and film/video

Foreign Languages: Chinese, French, German, Italian, Japanese, Russian, Spanish

Humanities: classics, history, philosophy, religion

Literature: American literature and civilization, English

Natural Sciences: biology, chemistry and biochemistry, geology, mathematics and computer science, physics

Social Sciences: economics, geography, political science, psychology, sociology-anthropology, teacher education

A list of approved departmental, program, and interdisciplinary concentrations will be distributed in a separate publication.

SPECIAL PROGRAMS

Premedical, Predental, and Preveterinary Programs

No specific major is required of students wishing to prepare for medical professions. Students are required, however, to complete the following courses:

BI	185	Organismal Biology
BI	195	Genetics and Evolution
BI	250	Organelles and Cells
CH	103	Fundamentals of Chemistry I
CH	104	Fundamentals of Chemistry II
CH	241	Organic Chemistry I
CH	242	Organic Chemistry II
MA	112	Calculus I
MA	113	Calculus II
PH	109	Newtonian Physics
PH	110	Electricity and Magnetism
One year of English		

Preveterinary students also need biochemistry (for example, CH 322) and may need to meet other specific biology requirements. Interested students should begin as first-year students to take biology, chemistry, and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year to prepare students to take the Medical College Admissions Test. Interested students should get in touch with the premedical adviser, Professor Bob Osborne (psychology), soon after their arrival at Middlebury.

Early Assurance Premedical Program

Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts, University of Connecticut, and Medical College of Pennsylvania), Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Bob Osborne (psychology) as soon as possible.

Other Pre-Professional Programs

Students may participate in other four-year, pre-professional programs that prepare them for studies in law, business management, engineering, nursing, forestry/environmental studies, architecture, and other disciplines. These students should register as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture and engineering, Professor Glenn Andres; nursing, Professor Bob Osborne; forestry, Professor Steven Trombulak.

Dual Degree Programs

Students may combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of law, business management, engineering, and nursing. With advanced degree professional programs (e.g., law, business management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a bachelor's level degree in the professional discipline (e.g., engineering, nursing), the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Pre-Professional Committee to grant the Middlebury B.A. must be approved by the Administration Committee,

the faculty, and the trustees before the degree is granted. The two types of programs are outlined below. Those interested should register with the appropriate faculty member named above and should consult with him concerning details of the plans.

Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business management, engineering, and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury and must be screened early in the junior year by the Pre-Professional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business management normally serve as their own admitting agents and require the recommendation of the Pre-Professional Committee.

Student-Initiated Plans: A well-qualified student can make arrangements to transfer after his or her third year at Middlebury to a certified school of law, engineering, nursing, or business management and become eligible for the Middlebury B.A. In these programs the candidate must make all the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Pre-Professional Committee will screen all such candidates, verify that the professional program is fully accredited, and determine whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Exchange Programs

Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during winter term and Swarthmore College during the fall and spring terms.

American Collegiate Consortium for East-West Cultural and Academic Exchange

This program offers an opportunity for a limited number of juniors to study for the entire academic year at a variety of universities in Russia and the other republics of the former Soviet Union. Because of the special challenges of this program, interested students must begin Russian language study in their first year to be eligible. Participants must demonstrate Russian language proficiency at the advanced level (third year or higher). While in at-

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tendance at the foreign university, students will be expected to take courses both in their major and outside of it. Interested students should contact the Russian department.

Junior Year Abroad

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

Lincoln and Worcester Colleges, Oxford

As many as three juniors majoring in English, history, or a social science and wishing to study English; history; or philosophy, politics and economics may be accepted for a one-year program of study at Lincoln or Worcester Colleges, Oxford. Interested students should contact Professor John Wilders (English). Financial aid is available for this program.

Washington Semester Program

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

Williams College-Mystic Seaport Program in American Maritime Studies

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may

pursue independent projects and internships off campus during winter term.

Each fall the Curriculum Committee publishes a winter term catalog. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

COURSES OF INSTRUCTION

Courses numbered 100-199 are usually taken by first-year students; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis, and conflicts will be most easily avoided by taking courses in proper sequence.

All courses are given as term courses with the exception of senior work (700 courses) and 500 courses in an honors program. These course numbers may signify ongoing work and in such event are graded S (satisfactory progress)

CURRICULUM

or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1995-96 are bracketed. Abbreviations include lab, laboratory period; lect., lecture period.

The following abbreviations are used to designate courses that satisfy the distribution requirement: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 1995-96 may be incomplete. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.



COLLEGE WRITING PROGRAM

Director: Kathleen Skubikowski (assistant professor of English); *Lecturers and Tutors in Writing:* Barbara Ganley, Patricia Pack

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. At all levels of instruction within courses in nearly all departments, writing is used as a tool for learning and for sharing knowledge. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "writing intensive" courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as writing intensive. The usual sequence for these courses is a first-year student seminar in the first semester and a College writing course, selected from a wide range of offerings, in the second, third, or fourth semester.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WP 100 or WP 101: *The Writing Process* (see description below) concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the writing intensive requirements (if any) they have satisfied through course work at another institution. In general matriculated students have to complete the courses for the College writing program at Middlebury.

WRITING PROGRAM COURSES

WP 100 *The Writing Process* Fall

A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement.

Ms. Skubikowski

WP 101 *The Writing Process* Spring

A continuation of WP 100.

Ms. Ganley

WP 200 *Writing across the Curriculum: Writing in the Arts (CW)* Fall

This course is for students wishing to improve their analytical and creative writing skills by focusing their writing on the arts. The semester will be divided into two-week units on (1) the visual arts, (2) theatre, (3) film, (4) music, (5) dance, and (6) creative writing. We will attend exhibitions, performances, screenings, and readings; analyze the work of contemporary writers on the arts; write weekly reviews and responses, and biweekly analytical essays. The final creative project will be the production of an arts magazine. Professional writers in the arts, as well as practicing artists, will be invited to discuss their work with the class. (One 100-level course in the arts division, or permission of the instructor)

Ms. Ganley

THE FIRST WRITING INTENSIVE COURSE: FIRST-YEAR STUDENT SEMINARS

For course listings, see "First-Year Student Seminar Program" registration booklet.

COLLEGE WRITING PROGRAM

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After completing a first-year student seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course. A College writing course taken concurrently with a first-year student seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year student seminars. They are taught in sections of limited enrollment and require frequent or extensive written assignments, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing. Satisfactory completion of one of these College writing courses is a graduation requirement. Students who have completed one College writing course may elect a second, different course in the program, space permitting. In 1995-96, the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction. Additional College writing courses are normally offered during the winter term. For a listing of these courses you should consult the winter term catalog.

Under exceptional circumstances, students may work with their instructor to create a special writing section for a course not listed as a College writing course to satisfy the requirement for a second writing course. This normally involves significant additional individual instruction on the writing process. Such special arrangements may only be made with the approval of the director of the College writing program. The details of the arrangements, including the approval from the program director, must be finalized before the end of the add period for the semester in which the special arrangement is being proposed.

COLLEGE WRITING COURSES FOR 1995-1996

American Literature and Civilization

- AC 103 Wilderness in Nineteenth-Century American Culture (CW) Fall, Spring
AL/AC 150 Introduction to American Literature and Civilization (CW) Spring

Art

- AR 102 History of Art II: 1400 to the Present (CW for section 102Z) Spring
AR 326 Biography of Artists as Art Historical Method (CW) Fall

Biology

- BI 120 Key Issues in Genetic Engineering (CW) Fall
BI 360 Practical Cell Biology (CW) Fall
BI 370 Animal Physiology (CW) Spring

Chemistry and Biochemistry

- CH 170 Chemistry for Citizens (CW) Spring

Economics

- EC 150 Introductory Economics (Macro) (CW for one section) Fall
EC 155 Introductory Economics (Micro) (CW for one section) Spring
EC 230 Comparative Transitions (CW) Spring
EC 385 Socioeconomic Inequality (CW) Spring

English

- EL 107 Journal and Essay (CW) Spring
EL 160 Expository Prose (CW) Spring
EL 163 Writing Fiction and Nonfiction (CW) Fall, Winter, Spring
EL 173 Writing Poetry and Fiction (CW) Fall, Spring
EL 204 Chaucer, Shakespeare, Milton (CW) Fall, Spring

French

- FR 120 Women Writers in France (CW) Spring
FR 255 Improving Writing in French (CW) Spring

AMERICAN LITERATURE AND CIVILIZATION

Geography

- GG 100 Geography: A Modern Synthesis (CW) Spring
 GG 110 Geographic Perspectives on Contemporary World Issues (CW) Fall

Geology

- GL 201 Bedrock Geology of Vermont (CW) Fall

History

- HI 203 United States History: 1492-1861 (CW) Fall
 HI 204 United States History: 1861-1960 (CW) Spring
 HI 211 Early East Asia (CW) Fall
 HI 212 Modern East Asia (CW) Spring
 HI 226 Modern Africa (CW) Spring
 HI 245 History of Modern Europe: 1800-1900 (CW) Fall
 HI 285 Colonial Latin America (CW) Fall

Japanese

- JA 220 Twentieth-Century Japanese Fiction in Translation (CW) Spring

Philosophy

- PA 232 Philosophy of Religion (CW) Fall

Physics

- PH 201 Relativity and Quantum Physics (CW) Fall

Political Science

- PS 208 The Politics of the U.S. Congress (CW) Fall
 PS 305 American Constitutional Law: The Federal System (CW) Fall

Sociology/Anthropology

- SA 215 Sociology of Education (CW) Spring
 SA 308 Sociology of Religion (CW) Fall

Spanish

- SP 300 Introduction to the Study of Hispanic Literature (CW) Fall, Spring

Theatre, Dance, and Film/Video

- TH 218 Playwriting I (CW) Spring
 TH 240 Screenwriting Workshop I (CW) Fall

Writing Program

- WP 200 Writing across the Curriculum: Writing in the Arts (CW) Fall

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio, John McWilliams (chair); *Associate Professor:* Brett Millier (on leave academic year); *Assistant Professors:* Karl Lindholm (on leave academic year), Michael Newbury, Nancy Schnog, Timothy Spears

The department offers two different majors, one in American literature and one in American civilization, each of which has its own set of requirements and its own director. The American literature major, directed by Professor McWilliams, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American civilization major, directed by Professor Spears, involves the study of a wide range of developments in American culture. Students who major in American civilization will ordinarily take courses offered by at least five different departments.

Students interested in pursuing studies in the department of American literature and civilization should choose one of the two majors by the middle of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including AL 201, AL 202 and AL 203, AL 450, four other one-semester literature courses in the de-

AMERICAN LITERATURE AND CIVILIZATION

partment, and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take any four courses in the creative writing sequences offered by the English department.

The senior program for American literature majors consists of a fall term seminar (AL 704) and a winter term review seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental honors are awarded on the basis of a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the American literature and civilization department. For theses in creative writing, at least one of the three examiners will be from within the American literature and civilization department. Students awarded an A on their senior theses will be eligible for Highest Honors, an A- for High Honors, and a B+ for Honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and an overall grade point average of at least B+ in all courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following courses: AC/AL 150 or

AL 103, AL 201 or AL 301, AL 202, AL 203, and AL 450.

College Writing Program

AL 103 and AL 104 (when offered) and two sections of AC/AL 150 satisfy the College writing requirement.

AL 103 Reading American Literature (CW) Spring

This course is designed to help students learn to read closely and to write about American poems and short stories. We will explore a range of critical methodologies, literary forms, kinds of metaphorical language, and the structure of poetry, keeping in mind the cultural and historical context that produced each author and work. Open to first-year students and sophomores only. Recommended for prospective majors in American literature.

Staff

AL/EL 113 Visions of Nature Fall, Spring

See English listings for description.

LIT

Staff

AL/AC 150 Introduction to American Literature and Civilization (CW) Spring

This course examines significant American written works through a double lens, combining the perspectives of the literary critic and the cultural historian as different ways of understanding the same text. Lectures will present presumably separable perspectives; in discussion sections we will attempt to reconcile them. The course will be organized around large issues in American culture, such as the myth of self-making, the frontier, kinds of civil war, modernization, and urbanization. Limited to 60 students. Two of the four sections will satisfy the College writing requirement.

Mr. Spears and Mr. McWilliams

LIT HIS USA

AL 201 American Literature: 1620-1830 Fall

A study of the growth of American literature, including Native American and

AMERICAN LITERATURE AND CIVILIZATION

African American voices, from the time of European exploration through the Puritan and Revolutionary periods to the era of the early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper, and Poe. Required of all majors in American literature and civilization. (First-year students admitted with the instructor's permission during the first week of classes.) Mr. McWilliams
LIT USA

AL 202 American Literature: 1830-1865 Fall

A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Open to all majors in American literature and civilization. Limited to 70 students. (First-year students admitted only with instructor's permission during the first week of classes.) Mr. Newbury
LIT USA

AL 203 American Literature: 1865-1940 Spring

A study of the major authors of the period, including Rebecca Harding Davis, Twain, James, Stephen Crane, Henry Adams, O'Neill, Anderson, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Open to all majors in American literature and civilization. Limited to 70 students. (Students in their first semester admitted only with instructor's permission during the first week of classes.) Ms. Schnog
LIT USA

[AL 204 American Literature since 1940]

Next offered in 1996-97
LIT USA

[AL 240 American Autobiography]

AL 260 American Women Writers Fall

This course will examine the development of American women's writing in the nineteenth century. Readings will include fiction, essays, and poetry by Rowson, Child, Stowe, Fuller, Grimke, Davis, Phelps, Jewett, Dickinson, and Chopin.

Our examination of women's texts will be linked to a number of historical contexts: industrialization and the rise of the middle class, the spread of a 'cult of domesticity,' the emergence of American feminism, and the expansion of the literary marketplace. Ms. Schnog

[AL/LS 300 The Historical Novel]

[AL 301 The American Novel: I]

Next offered in 1996-97
LIT USA

AL 302 The American Novel: II Spring

The development of the American novel in the twentieth century, including authors such as Crane, Dreiser, Cather, Hemingway, Fitzgerald, Dos Passos, Faulkner, West, Wright, Bellow, and several contemporary novelists. Staff
LIT USA

[AL 306 American Poetry: 1620-1920]

AL 307 Modern American Poetry Fall

The poets given primary attention in this course will be E.A. Robinson, Robert Frost, Wallace Stevens, and William Carlos Williams, but exemplary poems by other poets—Cummings, Moore, Crane, Ransom, and Auden—will also be examined. Consideration of the themes of celebration and lamentation, and the confrontation with the concept of existential nothingness, will inform our reading of the poets of this period. Mr. Pack

AL 308 Topics in Recent American Poetry Spring

After initial consideration of T.S. Eliot, we will study the poetry of four major American writers of the next generation: Theodore Roethke, Elizabeth Bishop, Robert Lowell, and John Berryman. Special attention will be given to the ways these poets emerge from the influences of modernism and imagism (as expressed in Eliot's *The Waste Land*) and discover their own individual voices. Mr. McWilliams

AMERICAN LITERATURE AND CIVILIZATION

[AL/EL 309 Contemporary Literature (IV)]

[AL/EL 312 Modern Poetry (IV)]

[AL 340 Regionalism]

AL 355 African American Narrative Fall

An introduction to the major prose fiction of the African American literary tradition. Writers will include some or all of the following: J.W. Johnson, Hurston, Larsen, Toomer, Wright, Ellison, Reed, Morrison, and C. Johnson. Staff
LIT USA

[AL356 Slavery and the African American Literary Tradition]

Next offered in 1996-97
LIT USA

AL/WS 400 Women and Gender: Interdisciplinary Perspectives Spring

See women's studies listings for description. Ms. Schnog

AL 450 Seminar in Major Authors Fall, Spring

Intensive study of a single author or two closely related authors. Readings will include secondary sources. Required of all American literature majors. A lengthy term paper will be assigned. Fall: subject to be announced; spring: Faulkner.

Staff (fall), Mr. Donadio (spring)

AL 500 Special Research Fall, Spring

Individual research on a topic not covered in regular offerings. (Permission of the instructor) Staff

AL 700 Senior Research Fall, Spring

Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. Staff

AL 704 Senior Seminar Fall

Group discussion of selected works of American literature drawn from the required reading list for majors. Both oral presentations and written work will be required. Mr. Newbury

Note: During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see Section II); and second, through the American civilization seminars and the senior essay or honors thesis (see Section IV).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. The major requires the maximum number of courses that the College allows. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Mr. Spears is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following advisers: Ms. Bellows (history), Mr. Cornwall (econom-

AMERICAN LITERATURE AND CIVILIZATION

ics), Mr. Davis (political science), Mr. Ferm (religion), Ms. Mayer (geography, on leave academic year), Mr. Perry or Mr. Grindon (theatre, dance, and film/video), Mr. Wilson or Mr. Andres (art). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fifteen courses in the four categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted. Since the program of study is interdivisional, students majoring in American civilization are not required to take a College concentration but may elect to minor in another department.

Requirements for the American Civilization Major

I. Courses required of all students (six courses)

- | | | |
|----|-----|---|
| HI | 203 | United States History:
1492-1861 |
| HI | 204 | United States History:
1861-1960 |
| AL | 201 | American Literature:
1620-1830 |
| AL | 202 | American Literature:
1830-1865 |
| PS | 102 | The American Political
Regime |
| | | or |
| PS | 104 | Introduction to American
Political Processes |
| AC | 220 | Topics in American
Civilization |
| | | or |
| AC | 330 | Studies in American
Civilization |

Students who receive advanced placement credit in American history will be expected to substitute a 300- or 400-level American history course for HI 204.

II. Major Field (four courses)

In addition to the six required courses, students will choose four courses from a single department (e.g., history, political science, American literature) that pertain directly to American civilization. Students may also petition for approval of a self-de-

signed major field. A self-designed major field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Another Culture (two courses)

Students must select two courses that concern a single culture outside the United States (e.g., HI 404 Stalin and Stalinism and RU 152 Russian Modernism, or PS 223 Latin American Politics and SP 130 Latin American Literature). In considering topics for senior essays and senior theses, American civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

American civilization majors must fill out a form specifying the four courses in the major field, the two courses in another culture, and the two or three electives (see individual courses listed below for electives). This form must be approved by Mr. Spears no later than the fall semester of the junior year.

IV. Advanced Studies (three or four courses)

- | | | | |
|----|-----|--|--------------|
| AC | 400 | Junior Seminar in
American Civilization | Fall |
| AC | 700 | Senior Essay | Fall |
| | | or | |
| | | Senior Honors Thesis | Fall, Winter |
| AC | 704 | Senior Seminar in American
Civilization | Spring |

Note: To qualify to write a thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization

Students may minor in American civilization by taking the following courses: AL/AC 150 or AC 103, AL 201 or AL 202, AC 220, AC 330, AC 400 or AC 704.

College Writing Program

When offered, AC 103 and two sections of AC/AL 150 satisfy the College writing requirement.

AMERICAN LITERATURE AND CIVILIZATION

AC/AL 150 Introduction to American Literature and Civilization (CW) Spring

See American literature listings for description. Mr. McWilliams and Mr. Spears
LIT HIS USA

AC/TH 130 Film Form and Film Sense Fall

See theatre, dance, and film/video listings for description. Mr. Grindon
ART USA

AC/TH 132 The American Horror Film Spring

See theatre, dance, and film/video listings for description. Mr. Perry
ART USA

AC 220 Topics in American Civilization: Revolutionary Values Fall

A study of the founding values of American civilization as they emerged from the experience of the American Revolution. We will begin with historical studies of the major imperial and internal conflicts, and then consider how writings of Franklin, Jefferson, Paine, Crèvecoeur, and Hamilton try to resolve those conflicts. The course will conclude with historical novels of the Revolutionary War written by Cooper and Melville. Mr. McWilliams
HIS USA

AC/TH 236 Television in American Culture Fall

See theatre, dance, and film/video listings for description. Mr. Grindon
ART USA

AC/TH 238 Film Noir Spring

See theatre, dance, and film/video listings for description. Mr. Grindon
ART

AC 330 Studies in American Civilization: Racial Encounters in American Culture Spring

This course will explore moments of intense racial encounter in the U.S. during

the nineteenth and twentieth centuries. We will focus on determining how a dominant white culture in this country has defined "minority races" and then used these races to define itself. Specific events and themes will include Indian removal, scientific racism, the Chinese Exclusion Acts of the late nineteenth century, the Ku Klux Klan, and Japanese internment during World War II. As a study of American cultural practices, the course will draw from many kinds of firsthand accounts and scholarly works: novels, poems, movies, photographs, histories, and floor plans. Mr. Newbury
HIS USA

AC 400 Seminar in American Civilization (Junior Year): Chicago: City of Change Fall

A multifaceted examination of Chicago during the late nineteenth and early twentieth centuries. In various ways, Chicago's astonishing rise to prominence in the decades following the Civil War epitomizes the historical and cultural transformations that led to a modern America. We will study the city's economy, its diverse population, its architecture, its cultural and educational institutions (including the 1893 World's Columbian Exposition), and its importance for American writers. Attention will also be paid to the kind of interdisciplinary inquiry involved in an American civilization major.

Mr. Spears

AC 500 Independent Study Fall, Spring Staff

AC 700 Senior Essay/Senior Thesis Fall, Winter

For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday

of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year)

Spring

The topic for the spring of 1996 to be determined in the fall of 1995 by Professor Spears and the senior AC majors. (Open to nonmajors with prior permission of instructor) Mr. Spears

ART

Professors: Glenn Andres, David Bumbeck, Jim Butler, John Hunisak, Eric Nelson (on leave academic year), Christopher K. Wilson; *Associate Professors:* John Huddleston, Kirsten Powell; *Assistant Professor:* Cynthia Atherton; *Visiting Assistant Professor:* Suzanne Bocanegra; *Instructor:* Kymberly Pinder; *Visiting Instructor:* Parker Croft; *Director, Middlebury College Museum of Art:* Richard Saunders

The art department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework for building a liberal arts education.

Required for the Major: Beginning work is required in both areas of the department: AR 101 or AR 102; and AR 103 (or an upper-level non-Western art course) or AR 104 (Art History Surveys); and AR 209, AR 210 (Studio Art I and II). Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: The second of the Western art history surveys (AR 101 or AR 102); at least four additional courses in art history distributed among several historical periods or traditions and to be taken at a mix of levels, i.e., 200, 300, 400. Work in art history at the 300 or 400 level is required of all art history majors before enrolling in AR 700 (fall of senior year). AR 710 (senior thesis, winter and spring terms) is required for honors. *Recommendation:* Graduate schools of art history and classical archaeology require students to pass reading examinations in two foreign languages.

Studio Emphasis: Eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that typically there will be expenses for materials beyond those supplied by the art department. For estimates, consult the instructors of the courses you are considering.

Pre-Architecture Emphasis: The second of the Western art history surveys (AR 101 or AR 102) and two additional courses in the history of art (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art), two additional studio courses, and two terms of AR 730 (senior work), during fall and winter, in architectural design. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Minors in Art:

1. Art History: Two of the following: AR 101, AR 102, AR 190, one course in non-Western art history; two courses at the 200 or 300 level; one course at the 400 or 500 level

2. Studio Art: AR 209, AR 210, three courses at the 300 level, AR 520

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 3.1 or higher. Categories of honors are based upon cumulative departmental averages as follows:

3.1 or higher	Honors
3.5 or higher	High Honors
3.7 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the art department.

International Major: Required for the international major in art: AR 101, and AR 102 or AR 103, AR 700, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the language department. Minimum of 10 courses in art. Beginning with

ART

the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in art should consult Professor Clara Yu, the international major adviser.

AR 101 History of Art I: Ancient to Renaissance **Fall**

A historical survey of Western art (painting, sculpture, and architecture) from the prehistoric period to the early Renaissance in Italy and Northern Europe. Topics to be addressed include the art and architecture of Egypt, Greece, and the Roman empire, and the early Christian, Byzantine, Romanesque, and Gothic periods. This course will survey major monuments and ideas, and provide tools for approaching and dealing with those monuments in a critical fashion. Two lectures and one discussion section per week.

ART HIS EUR Ms. Pinder, Staff

AR 102 History of Art II: 1400 to the Present (CW) **Spring**

A continuation of the historical survey of Western art (painting, sculpture, and architecture), from the Renaissance through the modern era. This course will present not only major historical movements and monuments, but also examine the intellectual and critical issues that they embody. Three lectures and one discussion per week. (AR 101 recommended but not a prerequisite.) Section 102Z will satisfy the College writing requirement.

ART HIS EUR Mr. Andres, Ms. Powell

AR 103 History of Art III: Introduction to Asian Art **Fall**

This course will examine the painting, sculpture, architecture, and decorative arts of India, China, Japan, and Korea. Works of art will be studied in terms of

style, religious meaning, and social and historical context.

Ms. Atherton

ART OTH

[AR 104 History of Art IV: "Primitive" Art]

ART PHL OTH

AR 190 Monuments and Ideas in the History of Art **Fall**

This course is designed for those students who might be curious to learn about art and art history, but do not wish to take one of the chronological survey courses. Instead of comprehensive coverage of eras or movements, the focus will be on individual monuments (buildings, paintings, works of sculpture) chosen from various cultures and historical means of investigation used to comprehend them as objects and delve into their meaning as cultural manifestations. Two lectures, one discussion.

ART

Mr. Hunisak

AD 116 Creative Process

See theatre, dance, and film/video listings for descriptions.

[AR 200 Renaissance Architecture]

Next offered in 1996-97

AR 201 The Dawn of a New World: The Painting and Sculpture of Renaissance Florence **Fall**

An examination of Florentine painting and sculpture from Giotto to Michelangelo with an emphasis upon leading masters seen in their artistic, intellectual, historic, and religious context. Among the artists to be considered are Giotto, Ghiberti, Brunelleschi, Massaccio, Alberti, Donatello, Botticelli, Leonardo da Vinci, and Michelangelo.

Mr. Wilson

ART HIS EUR

AR 202 Modern Art **Fall**

A survey of painting and sculpture from Post-Impressionism to the 1970s. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social, and literary contexts to which the masters of modern-

ism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art. Ms. Powell
ART

**[AR 203 Introduction to Indian Art:
From the Indus Valley to
the British Raj]**

**AR 205 Painting and Sculpture
of Nineteenth-Century
Europe Spring**

During the nineteenth century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Exposition Universelle of 1900, we will consider nineteenth-century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. Mr. Hunisak
ART HIS EUR

**AR 207 American Painting:
1750-1900 Spring**

A survey of American painting focusing upon the major painters and themes of the eighteenth and nineteenth centuries. The course will examine the development of history, landscape, and genre painting. In addition to these broader themes, we will focus upon some of the great post-Civil War painters including Winslow Homer, Thomas Eakins, and Albert Pinkham Ryder. Mr. Wilson
ART HIS USA

**[AR 208 Twentieth-Century
American Art]**

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior nonmajors will

be wait-listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Each section limited to 20 students.

Mr. Bumbeck, Mr. Butler,
Mr. Huddleston

AR 210 Studio Art II Spring

A continuation of AR 209, which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint. One section of this course will substitute a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all art majors and minors. Mr. Huddleston, Mr. Bumbeck
ART

AR 211 American Design Fall

A history of architecture and the minor arts in America from its colonization through the mid-twentieth century. Mr. Andres
ART HIS USA

[AR 212 Roman Architecture]

**[AR 213 Roman Painting
and Sculpture]**

**[AR 214 Gods, Heroes, and
Mortals: A Study of
Ancient Greek Myth
and Art]**

[AR 216 Art of the Middle Ages]

[AR 218 History of Photography]

AR 220 The Art of the City Fall

A study of humanity's most complex and critical physical monument. The city (historical and ideal) will be surveyed from antiquity to the present in an investigation of changing purposes, elements, and organization. Mr. Andres

ART HIS

ART

[AR 221 **Greek Art**
ART HIS

[AR 222 **Buddhist Art: The Journey
of the Three Jewels**
ART PHL

[AR 223 **The Legacy of Alexander
the Great: Hellenistic
Greek Art**

[AR 224 **Arts of Japan**

[AR 225 **African-American Art,
1800-Present**
ART USA

AR 232 Arts of China Spring

An introduction to the arts of China from the Neolithic Age to the present, focusing on the major religious, cultural, and aesthetic ideals of Chinese civilization. Topics covered include ancient ritual bronzes, Buddhist art and architecture, the evolution of landscape and figural painting traditions, and challenges facing the modern Chinese artist. Special attention will be paid to the religious, literary, and socio-historical contexts in which works of art were produced and understood. Ms. Atherton
ART OTH

[AR 301 **Modern Architecture**
Next offered in 1996-97

[AR 302 **Baroque Art: Painting,
Sculpture, and Architec-
ture of Seventeenth-
Century Rome**

Next offered in 1996-97
ART HIS EUR

**AR 303 Northern Renaissance Art,
1300-1600** Spring

A survey of painting, sculpture, and architecture from Germany, France, the Netherlands, and Spain. Looking at such artists as Albrecht Durer, Rogier van der Weyden, and Pieter Brueghel, we will explore what made their art specifically "Northern" and how the rapidly evolving social and economic atmosphere played a role in the formation of such an eclectic genre. We will also examine issues such as

perspective, symbolism, and the North's relationship to contemporary Italian movements. Ms. Pinder

ART HIS EUR

[AR 304 **Northern Baroque Art**

**AR 305 Rome and Venice:
Renaissance Painting
and Sculpture** Spring

The Renaissance may have been born in Florence, but by the later fifteenth century Rome and Venice rivaled and sometimes surpassed the artistic achievement of Florence. This course will investigate painting and sculpture produced in the papal capital and "most serene republic" during the fifteenth and sixteenth centuries, and the interdependence between historical situations and artistic creation.

ART HIS EUR Mr. Hunisak

AR 308 American Art after 1945 Spring

An investigation of the leading figures and movements in American modernism. We will consider developments in painting and sculpture from the Armory Show to the present, although special emphasis will be placed on the period between 1945 and 1980. Attention will be given to the theoretical issues that have influenced such directions as abstract expressionism, color field painting, pop art, assemblage, minimal art, photo- and super-realism, conceptual art, and other recent developments.

ART HIS USA Ms. Powell

AR 309 Painting Fall

Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students. (AR 209 and AR 210)

Mr. Butler

AR 310 Painting Spring

A continuation of AR 309.
Ms. Bocanegra

- [AR 311 **The Home of the Heroes:
The Art and Archaeology
of the Aegean Bronze Age]**

[AR 313 **Japanese Art]**

- [AR 314 **The American Landscape:
1825-1865]**

ART HIS USA

- AR 315 Printmaking** **Fall**

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210)

Mr. Bumbeck

- AR 316 Printmaking** **Spring**

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. (AR 315)

Mr. Bumbeck

- [AR 317 **Chinese Painting]**

- [AR 319 **Sculpture]**

Next offered in fall 1996

- [AR 320 **Sculpture]**

Next offered in spring 1997

- [AR 321 **Indian Art]**

- [AR 322 **Eighteenth-Century Art
and Architecture]**

- [AR 323 **Women in the Visual Arts,
1700 to the Present]**

- AR 324 Middlebury as Microcosm:
Reading the Vernacular
Landscape** **Spring**

Middlebury and its surrounding Addison County provide a remarkably rich laboratory for the study of the built environment in America between late colonial times and the present. This course will utilize the history, the patterns, and the structures of the town, the campus, and sur-

rounding communities and countryside to explore the ideas and forces that have shaped our manmade environment in the United States.

Mr. Andres

ART USA

- AR 325 Special Problems in Art
History: African Art On
and Off the Walls** **Spring**

This course is designed in conjunction with an exhibition of African art that will be at the College Museum during the spring semester. The first half is an introduction to African art, with specific attention paid to images and areas represented in the exhibition. We will then shift our focus to the issues of collection and display of African art, critically examining assumptions about "primitive" art and how those influence interpretations of African art in the West.

Ms. Atherton

ART

- AR 326 Biography of Artists as Art
Historical Method (CW)**

Fall

From the Renaissance onward, art history was often equated with "lives of the artists," but the use of biographical evidence in art historical writing has frequently been regarded with suspicion during the twentieth century. Recently there has been a resurgent interest in incorporating evidence and insights gleaned from the biographies of artists to illuminate the meaning of art works. This recent trend will be the focus of this course. Among the artists whose work will be scrutinized in the light of biographical evidence will be Michelangelo and Cellini, as well as Pollock, Stieglitz, and O'Keeffe.

Mr. Hunisak

ART

- AR 327 Photography** **Fall**

An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. (AR 209 and AR 210 or two semesters of video production, TH 135, TH 235, Sight and Sound I and II) Limited to 15 students.

Mr. Huddleston

ART

- AR 328 Photography** **Spring**
A continuation of AR 327.
Mr. Huddleston

- AR 332 Special Topics in Studio Art** **Spring**

- [AR 336 Knickerbocker New York]

- AR/TH 330 Film and Modernism in the Arts** **Spring**
See theatre, dance, and film/video listings for description.
Mr. Perry

- [AR 401 Seminar in Modern Art]

- [AR 402 Seminar in Ancient Art]

- [AR 403 Seminar in Modern Architecture]
Next offered in 1996-97

- [AR 405 Seminar in Baroque Art]

- AR 407 Seminar in American Art: Winslow Homer** **Spring**
An examination of the life and work of the American painter Winslow Homer. Although generally regarded as a popular painter of American life, Winslow Homer through his paintings often provides a penetrating and sometimes disturbing view of post-Civil War America. Among the themes to be considered are images of women and children in the Gilded Age; the hunter and the hunted; and man and his relationship to the sea. (Some work in American art and/or culture recommended but not required.) Limited to 12 students.
ART Mr. Wilson

- [AR 408 **But It's Not Real Art: Popular Arts in America, 1820-1945**]

- AR 409 Art Museums: Theory and Practice** **Spring**
This seminar will study the history of art collecting and display with a special focus on the museum in the United States. We will examine such museum issues as exhibition design and politics, specialty museums, object authenticity, purchasing, and conservation. The College's museum

and current exhibitions will be important resources, as will other nearby collections, which we will visit.
Ms. Pinder

- [AR 410 **The Lure of Italy: Horatio Greenough and American Sculpture 1800-1875**]

- [AR 411 **Issues in African-American Art**]
ART USA

Guidelines for Independent Work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720, or AR 730 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics, or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

Senior work (either an art history thesis or a sustained studio project in one medium—painting, sculpture, drawing, or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or AR 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of Approvals for Independent Work on the 500 Level

Each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals, students must indicate their previous experience in the study of studio art, the precise nature of the project,

and the work that will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bimonthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History **Fall, Spring**

Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio **Fall, Spring**

Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 700 Methods and Theories in the Visual Arts **Fall**

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be on the critical understanding of the range of methods employed in art historical research and writing. Through a series of readings and related projects, students will have the opportunity to develop expertise in art historical methodology; these will serve as preparation for senior thesis work. Topics include history of the discipline, issues of authenticity, biography, social history, the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of artworks, the relationship between text and image, material studies, and feminism. Ms. Atherton

AR 710 Senior Independent Study in Art History **Winter, Spring**

Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. Optional for major. Required for honors. (AR 700) Staff

AR 720 Senior Independent Study in Studio

Fall, Winter, Spring

Three terms of supervised independent work. Admission by portfolio review and recommendation of resident faculty member. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Study in Architectural Design

Fall, Winter

This studio course emphasizes the thought and method of architectural design. Participants work exclusively in the studio space. We rely heavily on individual instruction and group review of the work. The subject matter and teaching method provide a good foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. Members of this studio will be involved in developing their insights toward cultural value systems and the expression of those values in the environment we create. Mr. Croft

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Professors: Randy Landgren (chair), Tom Root, George Saul, Stephen C. Trombulak, Christopher Watters; *Associate Professor:* Sallie Sheldon (on leave academic year); *Assistant Professors:* Matthew Dick, Gregory Lowenberg, Grace Spatafora; *Visiting Assistant Professors:* Sara Cairns, Gary Nielsen; *Assistants:* Vickie Backus, H. Peter Wimmer

The biology curriculum is built around three conceptual foci. The first focus deals with cellular and molecular biology. The second focus deals with the biology of organisms. The third focus deals with populations with an emphasis on the concepts of ecology and evolution. The major requires entry-level courses in each area, introducing students to modern theory and techniques. We take pride in our innovative approaches in this curriculum and in

BIOLOGY

our availability to students as characterized by course work in the laboratory and in the field, where students work in small groups in close contact with the faculty. The department offers a variety of upper-level courses within each of these foci, and we are well equipped to offer exciting laboratory and field experiences throughout the curriculum. Seniors frequently do independent research with the faculty, sometimes producing professional publications.

Students majoring in biology plan their programs in close consultation with department advisers. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching, and other careers. The major program includes core courses in ecology (BI 190), in genetics and evolution (BI 195), and in cellular and molecular biology (BI 250). Students entering after the spring of 1995 take two entry-level courses in organismic biology (from among BI 185, Organismal Biology; BI 201, Invertebrate Biology; BI 202, Vertebrate Life; and BI 203, Biology of Plants). The program is completed with six elective courses within the department, and four cognate courses from chemistry (excluding CH 170), computer science, geography (only GG 254, GG 256, GG 320, and GG 330), geology (excluding GL 104), physics (excluding PH 101, PH 105, and PH 155), mathematics, or psychology (only PY 208 and PY 301). *Most students intending to major in biology complete the core sequence by the end of their sophomore year.* Departmental and cognate courses with laboratories must be taken with the laboratory to satisfy major or joint major requirements.

At least four of the electives in the department must be chosen from those offered at the 200, 300, and 400 levels; the remaining two may include BI 500 or BI 600, Independent Study; BI 555, Advanced Summer Research; or one winter term course designated for major credit.

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The High Pond Nature Reserve, encompassing a complete watershed, also provides many unique opportunities for research. The department

participates actively in the interdisciplinary environmental studies major.

The department faculty also play a crucial role in the staffing and leadership of the joint biology/psychology major and the interdisciplinary major in molecular biology and biochemistry. The joint biology/psychology program is described in the psychology section. Joint major programs with other departments are available for students wishing to study aspects of two disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). For all students (except those students transferring from another institution and thereby transferring course credits from that institution), transfer courses must be beyond the introductory level and may not include equivalents of BI 190, BI 195, or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. *Each transfer course must be approved by the department chair prior to the enrollment of the student in the course.*

Students planning careers that require graduate or professional training (including medical schools, veterinary schools, and dental schools) should be aware that these schools often require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109, and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see premedical program).

The department admits a limited number of graduate students as candidates for the degree of Master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B- in each course, participation in laboratory instruction and

preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for the Major: BI 190, BI 195, BI 250, two entry-level courses in organismic biology (from among BI 185, BI 201, BI 202, and BI 203), six electives in biology (from BI 204 to BI 499), and four cognates. Please see the description under the department of psychology for the requirements for a joint biology/psychology major.

Departmental Honors Program: High Honors are given to students who meet the general College requirements and who complete an outstanding independent project. This project must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for admission to the department's honors program after one semester of independent study. A necessary, but not sufficient, condition for the awarding of High Honors is a grade on the thesis of at least B+. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). All prospective thesis students, except those interested in field research, should consult with prospective advisers concerning possible honors projects *by spring term of their junior year at the latest*. Students interested in field research should talk with a faculty member *by winter term of their junior year at the latest*.

Minors in Biology: The biology minor will consist of five courses. At least three of the courses must be from the biology core (BI 190, BI 195, and BI 250). The remaining two courses (at least one of which must be at the 300 level) must be from BI 185 or from 200-, 300-, and 400-level courses in the department and should be related thematically.

Proficiency Examination: Well-qualified students may be exempted from BI 185, BI 190, BI 195, and/or BI 250 by proficiency examination and thereby take other courses in the department for which these are prerequisites. Exemption does not result in course credit, satisfy the College's distribution requirement, or reduce the total number of courses required for the major, joint major, or concentration. Proficiency examinations normally are offered during the orientation weeks in September and February.

Advanced Placement Credit: The department grants Advanced Placement credit for a score of 5. Because the department does not offer any equivalent introductory course, advanced placement credit does not exempt the student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement.

See also major in molecular biology and biochemistry, as well as the section on special programs, including premedical, predental, and preveterinary requirements.

BI 120 Key Issues in Genetic Engineering (CW) Fall

The application of genetic engineering to medical science and industry continues to receive widespread attention. This course will explore the fundamentals of genetic engineering with discussions centering on the ethical and public policy implications arising from such issues as the release of genetically engineered organisms into the environment, the treatment of inheritable disease by gene therapy, and the use of gene splicing in the development of biological weaponry. 3 hrs. lect., 1 hr. disc.
SCI Ms. Spatafora

BI 185 Organismal Biology Fall

Among the millions of living organisms are simple viruses and complex plants and animals. In between is a phenomenal array of single-celled and multi-celled life forms, unique fungi, and the most inspiring (and disgusting) plants and animals. After surveying this diversity, we examine evolutionary adaptations in form, function, development, and reproduction of living

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species. We compare human adaptations with quite different organisms. Labs include field trips to study organisms in their native habitats, and experiments with plants, animals, and humans. 3 hrs. lect., 3 hrs. lab.

SCI

Mr. Nielsen

BI 190 Ecology **Fall, Spring**

What determines where plant and animal species live, and whether their populations expand or decline? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will explore the diversity of interactions between species and their role in the organization of communities. We will also examine the impacts of humans on environments. Several laboratories will be conducted outside. *Open to junior or senior biology majors by permission only.* 3 hrs. lect., 3 hrs. lab.

Ms. Cairns (fall), Mr. Lowenberg (spring)

SCI DED

BI 195 Genetics and Evolution

Fall, Spring

During the first part of the course, lectures will introduce cell structure, mitotic and meiotic cell division, patterns of inheritance and their chromosomal bases, genetic control of enzymes, and the fundamentals of molecular genetics. The second part of the course will focus on the principles of population genetics and the mechanisms of evolution, including natural and sexual selection, altruism and kin selection, as well as patterns of evolution at and above the species level. Laboratory/discussion sessions will include some experimental work and observation plus discussions of lectures, problems, and assigned reading. 3 hrs. lect., 3 hrs. lab/disc.

SCI DED

Ms. Cairns, Staff

BI 201 Invertebrate Biology **Fall**

The study of the major invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. Animals, ranging from protozoans and worms through mollusks and insects, are collected from different habitats for both

field and lab studies, with emphasis upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to fresh water, marine, and terrestrial habitats. Independent projects are completed by all students. (BI 185 or permission) 3 hrs. lect., 3 hrs. lab.

Mr. Root

BI 202 Vertebrate Life **Spring**

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 185 or BI 190 or BI 195) 3 hrs. lect., 3 hrs. lab.

Mr. Trombulak

BI 203 Biology of Plants **Spring**

An introduction to botany with emphases on the nature of plants, the uses of plants by man, and plant growth and development. Organisms studied include algae, mosses, ferns, conifers, and flowering plants. The laboratory is descriptive and experimental; it includes field work on and off campus. (BI 185 or BI 190 or BI 195 or permission) 3 hrs. lect., 3 hrs. lab.

SCI

Mr. Nielsen

BI 216 Animal Behavior **Fall**

The behavior of animals and humans studied from the perspectives of genetics, physiology, evolution, and other biological determinants. Following an introduction to the history and methods of animal behavior, the course examines individual and social behaviors such as feeding, courtship, mating, parental care, defense, and migration. We study live animals in the field and lab to illustrate such processes as instinct, learning, imprinting, and communication. Recent controversies about behaviorism, intelligence, and sociobiology are discussed, and students design their own research

projects. (BI 185) 3 hrs. lect., lab arranged independently. Mr. Root
SCI

BI 225 Human Genetics Spring

The analysis of family histories and the genetic structure of human populations, emphasizing the special analytical procedures that have been developed for situations in which family sizes are small and crosses cannot be controlled. Topics include analysis of patterns of inheritance in pedigrees and populations, gene structure and action, the use of molecular techniques, and the effects of changes in structure and number of chromosomes. Some laboratory periods will be used for experiments; others may be used for discussions and review of assigned problems. (BI 195 or permission) 3 hrs. lect., 3 hrs. lab/disc. Mr. Saul
SCI DED

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include the membrane basis of compartmentation and transport, nucleic acids and their roles in replication and protein synthesis, regulation of intermediary metabolism, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. *Open to junior and senior majors by permission only.* (BI 195 or equivalent preparation; CH 103) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Mr. Watters

BI 302 Vertebrate Natural History Fall

This course deals with the natural history of vertebrates and the challenge of observing animals in their own habitat. We will explore in depth the local vertebrate fauna, techniques for capturing and handling live animals, and address experimentally specific questions in vertebrate biology. Topics considered will include conservation biology, population and community ecology, and behavior. Students will learn to design and communicate the results of

experiments to answer questions about the biology of free-living animals. Laboratory work will involve early morning, evening, and weekend field trips. (BI 190) 6+ hrs. lab/field. Mr. Trombulak

BI 303 Advanced Plant Biology Fall

This course will focus each year on one particular aspect of plant biology. The topic will be covered in depth, with laboratory or field work that reflects the focus of the course. Some primary literature will be discussed in the lectures. Individual projects will be emphasized in the experimental portion of the course. Students may repeat this course once during years in which a new topic is being covered with the permission of the instructor. (Any three of the core courses or permission of the instructor) 3 hrs. lect., 3 hrs. lab. Mr. Nielsen

[BI 305 Developmental Biology]

Next offered in fall 1996

BI 310 Microbiology Fall

The microbiological principles emphasized in this class should provide students with a foundation for advanced study in many areas of contemporary biology. Specifically, the basic and applied aspects of microbiology will be integrated into a study of the prokaryotic microorganisms. We will discuss the general principles of cell structure and function, as well as the role of microorganisms in disease, agriculture, and biotechnology. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the environment. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab.

Ms. Spatafora

BI 314 Molecular Genetics Spring

This course is concerned with the structure and function of the genetic material. Primary focus is on eukaryotes, although prokaryotes and viruses are discussed when appropriate. Attention is given to regulation of gene activity, molecular models of recombination, oncogenic viruses, and gene control of development. The laboratory will provide training in both

BIOLOGY

classic and contemporary recombinant DNA techniques, including genomic library construction, transposon mutagenesis, southern blotting, DNA sequencing, electroporation, and DNA amplification by PCR, to name a few. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. Ms. Spatafora

BI 323 Plant Ecology **Fall**

Why are certain kinds of plants almost always found together, and why are some species found only in certain places? We will examine Vermont's flora, covering a wide range of habitat types, investigating factors that determine the distribution and abundance of plant species. Such factors include competition, herbivory, pollination, seed dispersal, as well as abiotic influences, and human disturbance. We will study plants at the individual, population, and community levels. Most labs and some lectures will be conducted outside and will include experiments and plant identification. (BI 190) 3 hrs. lect., 3 hrs. lab. Mr. Lowenberg

BI 330 Mechanisms of Microbial Pathogenesis **Spring**

Many microorganisms have the potential to cause disease. An understanding of pathogenic mechanisms is therefore essential for the development of effective disease treatment strategies. This course will explore the mechanisms by which microbial pathogens adhere to, invade, and persist in the human host. While an emphasis will be placed on microbial mechanisms of disease, the host response to the infectious process will also be discussed. (BI 250) 3 hrs. lect./disc. Ms. Spatafora

BI 340 Immunology **Spring**

How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the im-

portance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect./disc.

Mr. Saul, Mr. Watters

BI 360 Practical Cell Biology **Fall** **(CW)**

The application of advanced techniques to the study of cells and their organelles. We will study ameboid locomotion and endocytosis, make primary cultures of mammalian tissue cells, and isolate and characterize cellular fractions using "marker" enzymes. Discussions and papers will emphasize the design of experiments, critical interpretation of data, and the development of expository writing skills. Among other techniques, students will be introduced to differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, chromatographic methods, and the safe usage of radioisotopes. A field trip to a "patch-clamping" laboratory is planned. (BI 250 and CH 241 or CH 322 or permission) 2 hrs. lect./disc., 4 hrs. lab. Mr. Watters

BI 370 Animal Physiology **Spring** **(CW)**

This course examines the body functions of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high-altitude, deep-sea, desert, and polar conditions). Computer simulations illustrate such problems as artificial organs, exercise, stress, and disease. Laboratories emphasize experimental design. We will study respirometry, osmometry, electrophysiology, cardiac function, muscle physiology, endocrinology, thermoregulation, and small animal surgery. (BI 250 or permission) 3 hrs. lect., 3 hrs. lab. Mr. Root

[BI 390 Advanced Ecology]
Next offered in fall 1996

[BI 391 Methods in Ecology]

[BI 395 Advanced Evolution]

MOLECULAR BIOLOGY AND BIOCHEMISTRY

BI 440 Membranes in Health and Disease

Fall

A critical examination of the roles of cellular membranes in healthy and diseased cells, specifically in the areas of recognition and signaling, synthesis and degradation, and transport. These phenomena will be studied in the context of current research on the infection and replication of animal viruses and other pathogens, on the sorting and targeting of newly synthesized cellular components, and on the maintenance of nonequilibrium concentrations of inorganic ions. Students will prepare brief oral presentations of primary literature and write a critical review of a journal article. (BI 250 and CH 241, or CH 322 and permission) 3 hrs. lect./disc.

Mr. Watters

BI 492 Conservation Biology Seminar

Fall

This course will focus on advanced topics in applied ecology and population genetics as they relate to the protection and restoration of biological integrity in the natural world. Emphasis will be placed on in-depth exploration of current issues, such as the design of nature reserves, genetic and demographic factors associated with population decline, metapopulation analysis, corridors, and large-scale ecological processes. This course will involve extensive reading from the primary literature, discussion, and individual research projects, and will build upon the introductory information presented in the prerequisite courses. (ES 112 or 114, BI 195, BI 390) 3 hrs. lect./disc.

Mr. Trombulak

BI 500 Independent Study

Fall, Winter, Spring

Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors, joint majors, and molecular biology and biochemistry majors. (Permission from the department chair) 3 hrs. disc.

Staff

BI 900 Research and Thesis

Fall, Winter, Spring

Required for all M.S. degree candidates. (Permission from the department chair) 3 hrs. disc.

Staff

See also course listings for environmental studies and for northern studies (in geography listing).

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Professors: George Saul (biology), Christopher Watters (biology), Stephen Sontum (chemistry and biochemistry); *Associate Professor:* Jeffrey Byers (chemistry and biochemistry); *Assistant Professors:* Robert Cluss (chemistry and biochemistry), Honorée Fleming (chemistry and biochemistry), Grace Spatafora (biology)

The program in molecular biology and biochemistry represents a combined instructional effort by members of the department of biology and the department of chemistry and biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, genetics, and biochemistry, and should be well prepared for medical school; graduate studies in biochemistry, cellular or molecular biology; or employment in biotechnical research.

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in biology, chemistry, mathematics, or physics on the basis of AP credit or proficiency exams.

Suggested Schedule:

First year fall

- CH 103 Fundamentals of Chemistry I
- MA 112 Calculus I
- BI 195 Genetics and Evolution (may be taken in the spring semester)

First year spring

- CH 104 Fundamentals of Chemistry II
- MA 113 Calculus II

Sophomore year fall

- CH 241 Organic Chemistry I
- BI 195 Genetics and Evolution (if not taken in the first year)

CHEMISTRY AND BIOCHEMISTRY

Sophomore year spring

CH 242 Organic Chemistry II

BI 250 Organelles and Cells

Junior year fall

CH 322 Biochemistry of
Macromolecules or

BI 310 Microbiology

(Both CH 322 and BI 310 are required for
the major.)

PH 109 Newtonian Physics

BI 360 Practical Cell Biology

(Either BI 360 or CH 353 below is required
for the major.)

Junior year spring

BI 314 Molecular Genetics

PH 110 Electricity and Magnetism

CH 353 Physical Chemistry for the
Life Sciences

(Either CH 353 or BI 360 above is required
for the major.)

Senior year fall

CH 322 Biochemistry of
Macromolecules
(if not already taken)

BI 310 Microbiology
(if not already taken)

Senior thesis research and/or electives

Possible electives include:

BI 500 Independent Studies in Biology
or

CH 400 or CH 500 Chemistry and
Biochemistry

BI 305 Developmental Biology

BI 330 Mechanisms of Microbial
Pathogenesis

[BI 335 Bacterial Genetics]
Next offered in spring 1996

BI 360 Practical Cell Biology or

CH 353 Physical Chemistry for the Life
Sciences

CH 425 Biochemistry of Metabolism

BI 340 Immunology

PH 240 Biophysics

Winter term courses in selected topics
(e.g., molecular endocrinology, radiation,
biology, membrane biology)

CHEMISTRY AND BIOCHEMISTRY

Professors: Stephen Sontum; *Associate Professors:* Jeffrey Byers (on leave academic year), Sunhee Choi, James Larrabee; *Assistant Professors:* Robert Cluss, Honorée Fleming, Janet Nelson; *Assistants:* Tage Ernevad, Kathleen Jewett

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and pre dental programs.

Required for the Major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CH 103*, CH 104, CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

Chemistry Specialization: Core courses; CH 311; CH 312; CH 351; CH 352; CH 431; and three electives chosen, with an adviser's approval, from the department of chemistry and biochemistry.

Biochemistry Specialization: Core courses; CH 311; CH 313; CH 322; CH 353; CH 425; and three electives from the departments of chemistry and biochemistry or biology, chosen with an adviser's approval.

Required for the Minor in Chemistry: CH 103; CH 104; CH 241; CH 242; CH 311; and CH 351, CH 352, or CH 353.

Required for the Minor in Biochemistry: CH 103; CH 104; CH 241; CH 242; CH 322; and CH 313 or CH 353.

See also major in molecular biology and

CHEMISTRY AND BIOCHEMISTRY

biochemistry, listed between biology and chemistry in this catalog.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. Students who have scored 3 or better on the Advanced Placement Examination in Chemistry are awarded one course credit (for CH 103) and must begin their college study of chemistry with CH 104. Students with strong backgrounds in chemistry are encouraged to take the departmental placement examination to determine if they are qualified for advanced placement. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CH 104 but will not receive credit for CH 103. The department's placement examination is administered at the beginning of each fall and spring term.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry

First		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110

Junior		Senior	
Fall	Spring	Fall	Spring
CH 311	CH 312	CH 400 or CH 700 or Elective	CH 700 or Elective
CH 351	CH 352	Elective	CH 431

Biochemistry

First		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110

Junior		Senior	
Fall	Spring	Fall	Spring
CH 311	CH 313	CH 400 or CH 700 or Elective	CH 700 or Elective
CH 322	CH 353	CH 425	Elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CH 400, CH 500, and CH 700, two of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in synthetic organic chemistry, in inorganic chemistry, in bioinorganic chemistry, in physical and biophysical chemistry, and in biochemistry. These fields represent the diverse interests of the faculty in the department. Firsthand research experience adds an important dimension to the undergraduate experience, whether the student plans to go to professional school or directly into a teaching or industrial position. Student research papers are frequently accepted for publication in professional journals.

The department of chemistry and biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors taking the appropriate courses in linear algebra or physics and computer sciences, as well as two advanced chemistry courses at the 400 level and two electives from CH 400, CH 500, and CH 700, will receive ACS certified degrees upon graduation.

To be eligible for graduation honors in chemistry and biochemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (Honors, High Honors, or Highest Honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700 Grade	CH Course G.P.A.	Degree of Honors
B+	3.05-4.0	Honors
A- to A	3.33-4.0	High Honors
A	3.77-4.0	Highest Honors

CHEMISTRY AND BIOCHEMISTRY

CH 103 Fundamentals of Chemistry I Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and colligative properties. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. Breakage fee.

Ms. Fleming (fall), Mr. Sontum (spring)
DED SCI

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include descriptive inorganic chemistry, mass action equilibrium phenomena and calculations, electrochemistry, coordination chemistry, nuclear chemistry. Lab work includes inorganic synthesis, qualitative analysis, gravimetric and titrimetric quantitative analysis. (CH 103 or permission) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. Breakage fee.

Mr. Larrabee
DED SCI

CH 170 Chemistry for Citizens (CW) Spring

Designed for the nonscience major, this course will consider questions regarding use and supply of chemical energy and its alternatives, the implications of current chemical technologies, the benefits, and the risks. We will discuss the significance of the recent revolution in biochemical research, which has given us the power to alter genetic material. And we will look at all of these issues in the context of our environment, the chemistry of which is vitally important to our continued survival. 3 hr. lect., 1 hr. disc. One designated discussion section fulfills the College writing requirement.

Mr. Cluss and Ms. Fleming
SCI

[CH 230 Bioinorganic Chemistry]

CH 241 Organic Chemistry I Fall

An introduction to the structure and reactivity of organic molecules. Topics cov-

ered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques, such as NMR and IR. (CH 104 or permission) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. Breakage fee.

Ms. Nelson
SCI

CH 242 Organic Chemistry II Spring

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of unknowns. (CH 241) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. Breakage fee.

Ms. Nelson
SCI

CH 270 Environmental Chemistry Spring

Designed for students with an interest in environmental analysis, this is primarily a laboratory course, which will introduce students to many of the analytical and instrumental techniques commonly employed to identify and determine the concentration of environmental contaminants. Three experiments based on air, water, and soil samples will introduce students to analytical techniques that may include atomic, infrared, and ultraviolet-visible absorption spectroscopies; gas and high performance liquid chromatography; mass spectrometry; electrochemistry; and error analysis. A fourth exercise will be a self-designed project. (CH 104) 1 hr. lect., 6 hrs. lab. Breakage fee.

Mr. Larrabee
SCI

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry, with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and

operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic, and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242, or permission) 1 hr. lect., 6 hrs. lab.

Ms. Nelson and Ms. Choi (fall),
Mr. Sontum (spring)

CH 312 Advanced Chemistry

Laboratory II Fall, Spring

A continuation of modern analytical and experimental chemistry, including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties, and Fourier transform spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear magnetic resonance, and infrared methods of analysis. (CH 311) 1 hr. lect., 6 hrs. lab.

Ms. Nelson and Ms. Choi (fall),
Mr. Sontum (spring)

CH 313 Biochemistry Laboratory

Spring

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabeling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation, and enzyme kinetics. Both whole animals and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and *in vitro* transcription. (CH 311 or permission) 1 hr. lect., 6 hrs. lab. Mr. Cluss and Ms. Fleming

CH 322 Biochemistry of

Macromolecules

Fall

An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecu-

lar biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or taken concurrently) 3 hrs. lect. Ms. Fleming

CH 351 Physical Chemistry I Fall

A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110, or permission) 3 hrs. lect., 1 hr. disc. Ms. Choi

CH 352 Physical Chemistry II

Spring

A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium, and electrochemistry. Nonideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 104, PH 109, CH 351, or permission) 3 hrs. lect., 1 hr. disc. Ms. Choi

CH 353 Physical Chemistry for the

Life Sciences

Spring

A basic course in physical chemistry intended for majors in life science areas. The course presents an introductory development of classical thermodynamics and dynamics as it applies to the equilibrium, kinetic, and transport properties of biological molecules. Methods of physically characterizing biological molecules, such as electrophoresis, centrifugation, and radioactive counting, will also be discussed. (CH 104, PH 109, CH 242, or permission) 3 hrs. lect., 1 hr. disc. Ms. Choi

CHINESE

CH 400 Seminar in Chemical Research

Fall

This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CH 500 or CH 700. (CH 352 or CH 353 and permission) 2 hr. lect., 12 hrs. lab.

Mr. Cluss

CH 425 Biochemistry of Metabolism

Fall

Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanism cells use to regulate their thermodynamic needs. (CH 222 and CH 352 or CH 353 or permission) 3 hrs. lect., 1 hr. disc.

Mr. Cluss

CH 431 Advanced Inorganic Chemistry

Spring

An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect.

Ms. Nelson

[CH 442 Advanced Organic Chemistry]

Next offered in fall 1996

CH 452 Physical Chemistry III

Fall

Advanced special topics in physical chemistry dealing with magnetic spectroscopy. Topics will include the interpretation of spectra, the quantum mechanics and statistical mechanics of spin systems, and spe-

cial topics chosen by the instructor and class. (CH 351 or permission) 3 hrs. lect., 1 hr. disc.

Mr. Sontum

CH 500 Independent Study Project

Winter, Spring

Individual study for qualified students. (Permission) Breakage fee.

Staff

CH 700 Senior Honors Thesis

Winter, Spring

Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700.

See also course listings for environmental studies.

CHINESE

Professor: John Berninghausen; *Associate Professor:* Clara Yu; *Assistant Professor:* Thomas Moran; *Lecturer:* Gregory Chiang (chair); *Visiting Lecturer:* Carolyn Kun-shan Lee

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Classical Chinese is also taught at the advanced level. Considerable attention is given to familiarizing the student with the rich cultural heritage of China's long history, which is transmitted and embodied by the native language of over one billion people.

Qualified students may elect to spend one semester (or longer) of their junior year abroad at approved language-training programs in China or Taiwan. Credit is given on the basis of hours of instruction and tests taken upon return to Middlebury. Accelerated forward progress with equivalent academic credits may be earned by taking Chinese at Middlebury's intensive Chinese School. Students interested in these programs should consult with the department chair during or before the fall semester of the sophomore year.

All those planning to study Chinese are encouraged to begin as early as pos-

sible, ideally during their first semester at Middlebury. (February first-year students should start CS 101 in their second semester here, i.e., in the fall).

Besides those courses that train the student in speaking, aural comprehension, reading, and writing, other courses designed to introduce Chinese literature through English translation are available to any interested student (CS 130, CS 216, CS 220, CS 225, CS 240).

Required for Admission to the Major: Satisfactory completion of CS 101, CS 102, CS 103, and one course from among the following five—CS 130, CS 216, CS 220, CS 225, CS 240—qualifies a student for admission to the full major or joint major in Chinese. Formal admission to the major program may be requested in consultation with the department chair.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 301, CS 302 (or equivalent), CS 360, CS 401, CS 402, and at least two of the following courses: CS 130, CS 216, CS 220, CS 225, CS 240. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language-training programs located in Mandarin-speaking societies.) CS 475 (Senior Seminar) and CS 700 (Senior Thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, and the like will be encouraged by the student's adviser. (The major in Chinese is not intended for native speakers/readers of Chinese.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and senior thesis grade A- or better. Highest Honors are reserved for students who earn a grade of A or better on the senior thesis and who are carrying an overall average of 3.75 or higher in their

departmental course work. Students will enroll in CS 700 in the fall and winter of the senior year for the writing of their thesis. At least one copy of the thesis is due no later than noon on the last day of winter term. A thesis turned in the first day of spring semester will be accepted, but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science, humanities, arts, or literature division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102, CS 103, CS 201, CS 202, CS 301, CS 302 (or equivalent), CS 401, two of the following—CS 130, CS 216, CS 220, CS 225, CS 240—and either CS 402 or CS 475 in the senior year.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua*). The course begins with phonetics, romanization, Chinese characters, and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have active command of more than 600 Chinese characters and more than 800 compounds by the end of CS 103. Additional drill hours to be arranged.

LNG

Mr. Moran, Staff

CS 102 Beginning Chinese Winter

A continuation of CS 101. (CS 101)

LNG

Mr. Moran, Staff

CHINESE

CS 103 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS 102)

Mr. Moran, Staff

LNG

CS 130 The Chinese Literary Tradition (in translation)

Spring

An introduction through English translation of early literary, historical, and philosophical texts, which formed the basis of traditional Chinese culture. Included in this course will be readings from the *Book of Odes*, the Confucian classics, Taoist literature, the *Songs of the South*, Sima Qian's *Records of the Grand Historian*, *The Romance of the Three Kingdoms*, and Tang Dynasty "tales of the mysterious." No previous exposure to East Asian culture nor any knowledge of Chinese language needed.

LIT OTH

Mr. Moran

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CS 101, CS 102, and CS 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202, which follows CS 201 directly, students should be able to read and write approximately 1,200 characters. Additional drill hours to be arranged. (CS 103)

Staff

LNG

CS 202 Intermediate Chinese

Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201)

Staff

LNG

CS 216 Traditional Chinese Fiction in Translation Fall

A survey of premodern Chinese fiction. This course will cover works from the Six Dynasties period (fifth-sixth centuries A.D.) until the end of the nineteenth century. "Tales of the mysterious" and short stories, excerpts from *Three Kingdoms*, *Outlaws of the Marsh*, *Journey to the West*, and *Story of the Stone* are included. The relationship between fictional and other literary genres; the ties between recorded fiction and oral storytelling; and issues of narrative structure, characterization, and style will be discussed.

Staff

LIT OTH

CS 220 Modern Chinese Fiction in Translation Spring

A selection of twentieth-century novels and short stories from China. Chosen from works of literary merit and social significance, the readings will include works by Liu E, Lu Xun, Shen Congwen, Zhang Ailing, Bai Xianying, Wang Wenxing, and others.

Mr. Moran

LIT OTH

[CS 225 Classical Chinese Poetry in Translation]

CS 240 Chinese Literature and the Critique of Culture in the Post-Mao Period (in translation) Fall

Beginning in the 1970s, Chinese writers participated in a reexamination of Chinese society that included a reappraisal of the Cultural Revolution and culminated in the Democracy Movement of 1989. In this course we will read post-Mao fiction and nonfiction in an effort to understand both the crucial events of recent Chinese history and the ways in which those events have been remembered, imagined, and invested with meaning. For the most part, we will discuss the experiences and the art of the generation that was born with the People's Republic and that led the literary renaissance of the 1980s.

Mr. Moran

LIT OTH

**CS 301 Advanced Chinese
(Modern Chinese) Fall**

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for an occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* with supplementary readings from newspapers, magazines, and other documents. (CS 202 or equivalent) Staff

**CS 302 Advanced Chinese
(Modern Chinese) Spring**

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent) Staff

**CS/LS 360 Introduction to
Literary Theory and
Criticism Fall**

An overview of various literary theories and critical approaches, this discussion-based course will introduce some enduring concerns central to Western literary theory and seek to clarify much critical terminology. From Aristotle's *Poetics* to postmodernism, from issues such as literariness and authorial intention to canonicity and narrative form, including basic premises and critical practices typical of formalism, new criticism, hermeneutics, and deconstruction. Several literary texts (by writers such as Sophocles, Soseki, Lu Xun, Kafka, Fitzgerald, and Borges) will also be read and analyzed in tandem with critical essays influenced by a variety of these or other approaches, e.g., historical, reader-response, Freudian, Marxist, feminist. Seminar format, limited enrollment. (Prerequisites: Junior- or senior-year standing, previous study of two or more college-level literature courses, and prior permission of instructor.)

Mr. Berninghausen

**CS 400 Advanced Readings,
Conversation, and Writing
(Modern Chinese) Fall**

This course is designed to improve further language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese-speaking country given high priority. (CS 302 or equivalent)

Mr. Chiang, Staff

**CS 401 Classical Chinese I:
Introduction to Wenyan
(in Chinese) Fall**

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary, and style. Transformational drills, sentence construction, reading, translation into modern Chinese, and compositions that highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. (CS 302 or equivalent)

Mr. Chiang

**CS 402 Classical Chinese II:
Introduction to Wenyan
(in Chinese) Spring**

A continuation of CS 401. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts, as well as a few examples of *wenyan* and semi-*wenyan* writings. (CS 401) Staff

**CS 425 Seminar on Contemporary
Culture and Language
(in Chinese) Fall**

Intensive study of practical readings in Chinese culture, society, and language. Emphasis will be given to developing further the student's reading and writing skills while maintaining oral fluency. Oral reports and written compositions required. (CS 400 or equivalent)

Mr. Chiang

**CS 475 Senior Seminar on
Chinese Fiction
(in Chinese) Spring**

This is the capstone course for all Chinese majors. Students will read a wide se-

CLASSICAL STUDIES

lection of representative works of major modern writers of China, Taiwan, and overseas Chinese communities. All discussion, literary analysis, and critical writing will be in Chinese. Ms. Yu

CS 700 Senior Thesis **Fall, Winter**
Staff

See also program in East Asian studies (interdisciplinary major).

CLASSICAL STUDIES PROGRAM

The classical studies program is designed to offer a broad, rigorous general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, philosophy, political science, American literature, religion, and art.

Honors: B average or better in courses taken for the major *and* B+ or better in Senior Seminar *and* in General Examination. (*Note:* A student who does an optional Senior Essay, CL 700, or Independent Senior Project, CL 505, may offer that grade in lieu of the grade on either CL 420 or CL 701 for the calculation of departmental honors.)

Required for the Major in Classical Studies:

- A. 1. CL 150 The Ancient Epic
2. CL 131 History of Greece *or*
CL 152 Greek Tragedy *or*
CL 175 Greek Philosophy
3. CL 132 History of Rome *or*
CL 141 Masterpieces of Roman
Literature *or*
CL 142 Roman Political Theory
- B. Five courses in classical studies chosen from the following:
 - CL 121 Classical Tradition of
Liberal Arts and Sciences
 - CL 131 History of Classical
Greece
 - CL 132 History of Rome
 - CL 141 Masterpieces of Roman
Literature
 - CL 142 Roman Political Theory

- CL 152 Greek Tragedy
- CL 175 Greek Philosophy
- CL 338 Problems in Ancient
History
- CL 450 History of Classical
Literature
- AR 221 Art of the Golden Age
of Greece
- AR 223 Hellenistic Greek Art
- AR 314 Roman Painting and
Sculpture
- AR 311 Art and Archaeology of
the Aegean Bronze Age
- AR 312 Roman Architecture
- PA 201 Aristotle
- PS 317 Classical Political
Philosophy
- PS 409 Seminar in Political
Philosophy
- RE 110 Foundations of Western
Religious Life and
Thought
- RE 217 Greco-Roman Religions
- C. Four courses in Greek or four courses
in Latin chosen from:
 - CL 101 Beginning Latin
 - CL 202 Intermediate Latin
 - CL 103 Beginning Greek
 - CL 204 Intermediate Greek
 - CL 301 Latin Prose
 - CL 302 Latin Poetry
 - CL 303 Greek Prose
 - CL 304 Greek Poetry
 - CL 401 Readings in Latin
Literature I
 - CL 402 Readings in Latin
Literature II
 - CL 403 Readings in Greek
Literature I
 - CL 404 Readings in Greek
Literature II
 - CL 500 Advanced Readings in
Latin
 - CL 501 Advanced Readings in
Greek
- D. CL 420 Seminar in Classical
Literature
- E. CL 701 General Examination

Optional: CL 700 Senior Essay (fall/winter or winter/spring); CL 505 Independent Senior Project (fall or spring). (*Note:* Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty adviser)

in the semester before the essay or project is to be undertaken.)

For a complete description of the courses listed above, see listings under the appropriate department.

CLASSICS

Professor: Eve Adler (chair); *Associate Professor:* Robert Schine; *Assistant Professors:* Jane Chaplin, Marc Witkin; *Instructor:* James Cavanaugh

The classics department's core of courses in English offers an introduction to the major works of classical literature, history, and philosophy. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses are devoted to the close study of literary, philosophical, and historical texts.

Required for the Major in Classics: Ten courses in Greek and Latin (normally six in one language and four in the other), including one senior seminar (CL 420), three courses in classics in translation chosen with departmental approval, and CL 706 (General Examination).

Optional: CL 705, Senior Essay (fall/winter or winter/spring); CL 505, Independent Senior Project (fall or spring). (*Note:* Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty adviser in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar and in General Examination. (*Note:* A student who does an optional Senior Essay or Independent Senior Project may offer that grade in lieu of the grade on either CL 420 or CL 706 for the calculation of departmental honors.)

Minors in Classics:

Latin: five courses in Latin

Greek: five courses in Greek

Hebrew: five courses in Hebrew

Classical Civilization: five courses, as follows: three or more courses chosen from CL 121, CL 131, CL 132, CL 141,

CL 142, CL 150, CL 152, CL 175, CL 338; and CL 420 or CL 450 (or both)

Classical Language and Civilization: five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CL 121, CL 131, CL 132, CL 141, CL 142, CL 150, CL 152, CL 175; and one or more courses chosen from CL 338, CL 420, CL 450

COURSES IN ENGLISH

CL 121 The Classical Tradition of the Liberal Arts and Sciences Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon.

Ms. Adler

LIT PHL EUR

CL/HI 131 Archaic and Classical Greece Fall

A survey of Greek history from Homer to the Hellenistic period, based primarily on a close reading of ancient sources in translation. The course covers the emergence of the polis in the Dark Ages, colonization and tyranny, the birth of democracy, the Persian Wars, the interdependence of democracy and Athenian imperialism, the Peloponnesian War, and the rise of Macedon. Authors read include Herodotus, Thucydides, Aristophanes, Plutarch, and the Greek orators.

Ms. Chaplin

HIS LIT EUR

[CL/HI 132 History of Rome] Fall

HIS LIT EUR

[CL 141 Masterpieces of Roman Literature]

Next offered in fall 1996

LIT HIS EUR

CL 142 Roman Political Theory Spring

A study of Rome's great political regimes, the Roman Republic and the Ro-

CLASSICS

man Empire, through the principal historical, theoretical, and poetic authors of the periods: Cicero, Livy, and Sallust (the Republic); Vergil, Seneca, and Tacitus (Imperial Rome). Focusing on the tensions between freedom and political order, and the legacy of Roman influence on our own values and ideals, we will explore the advantages and disadvantages of constitutions, the rights and duties of citizens, the relationship between laws and morality, justice and imperialism, between political freedom (including opposition) and personal intellectual or artistic freedom under Roman rule.

Mr. Cavanaugh

LIT PHL EUR

CL 150 Ancient Epic Poetry Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*; *Epic of Gilgamesh*.

LIT PHL EUR

Ms. Adler

CL 152 Greek Tragedy Spring

A survey of selected tragedies of Aeschylus, Sophocles, and Euripides. The tension between freedom and law at issue in tragedy's dual interpretation of the Trojan War and of contemporary Athenian imperialism is elaborated by additional readings from Homer and Thucydides. The course asks why in democratic Athens, a city at the head of a tyrannical empire, the problem of self-government is best addressed by the dramatic representation of a vanished heroic kingship.

Mr. Witkin

LIT PHL EUR

CL 175 Greek Philosophy Fall

The course seeks to comprehend the contemporary crisis of the human sciences by returning to the starkest manifestation of that crisis in Greek antiquity, the life of Socrates. The question whether knowledge of nature is the ground for self-knowledge, or whether "man is the measure of all things" is traced from the pre-Socratics

through Plato and Aristotle. Particular attention is paid to a crucial problem overlooked by the pre-Socratics: The discovery of nature is possible only within a manmade horizon. Hence the course highlights Socrates's turn from investigating natural phenomena to studying the city and man.

LIT PHL EUR

Mr. Witkin

CL/HI 338 Problems in Ancient History: Sparta and Athens Spring

For over two hundred years, Athens and Sparta were recognized as the most powerful city-states, and yet one was a democracy (Athens), the other an oligarchy (Sparta). One promoted the free and open exchange of ideas (Athens); one tried to remain closed to outside influence (Sparta). This course studies the two city-states from the myths of their origins through their respective periods of hegemony to their decline as imperial powers. The goal is to understand the interaction between political success and intellectual and cultural development in ancient Greece.

LIT HIS

Ms. Chaplin

CL 450 History of Classical Literature (in translation) Fall

A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, Aristotle, Lucretius, Cicero, Livy, Vergil, and Tacitus. Designed for students with some background in Greek and Roman literature, history, or philosophy.

Mr. Witkin

GREEK

[CL103 Beginning Greek]

Next offered in winter 1997

LNG

[CL204 Intermediate Greek]

Next offered in spring 1997

LNG

CL 303 Greek Prose Fall

Readings in major authors.

LNG EUR

Mr. Cavanaugh

CL 304 Greek Poetry Spring
Readings in major authors.
LNG EUR Mr. Witkin

[CL403 Readings in Greek Literature I]
Next offered in fall 1996

[CL404 Readings in Greek Literature II]
Next offered in spring 1997

[CL501 Advanced Readings in Greek]

LATIN

CL 101 Beginning Latin Winter
Intensive introduction to the rudiments of classical Latin, for beginners. The aim of the course is to prepare students to read the major authors of Roman literature.
LNG Ms. Adler, Ms. Chaplin

CL 202 Intermediate Latin Spring
A continuation of CL 101. Completes the rudiments of Latin grammar and introduces students to intensive reading selected from the New Testament and such authors as Cicero and Ovid. (CL 101 or equivalent)
LNG Mr. Cavanaugh

[CL301 Latin Prose]
Next offered in fall 1996
LNG

[CL302 Latin Poetry]
Next offered in spring 1997
LNG EUR

CL 401 Readings in Latin Literature I Fall
Readings in major authors.
Ms. Adler

CL 402 Readings in Latin Literature II Spring
Readings in major authors.
Ms. Chaplin

CL 500 Advanced Readings in Latin Fall, Spring
Readings in major authors.
Ms. Chaplin

HEBREW

CL 105 Introduction to Hebrew Fall
A beginning course in the rudiments of the Hebrew language, which prepares students for close study of the Hebrew Bible and later Hebrew literature. It will also provide a foundation for spoken Hebrew.
LNG Mr. Schine

CL 206 Intermediate Hebrew Spring
A continuation of CL 105. Stresses mastery of Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent)
LNG Mr. Schine

[CL305 Readings in the Hebrew Bible]
LNG

[CL306 Readings in the Rabbinic Library]
LNG PHL

CL 405 Advanced Hebrew Studies I Fall
Readings in Hebrew texts. (CL 306 or equivalent)
Mr. Schine

CL 406 Advanced Hebrew Studies II Spring
Readings in Hebrew texts. (CL 306 or equivalent)
Mr. Schine

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring
Ms. Adler

CL 505 Independent Senior Project Fall, Spring
Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring
Staff

EAST ASIAN STUDIES

**CL 701 General Examination for
Classical Studies Majors** Fall
Mr. Witkin

**CL 705 Senior Essay for Classics
Majors** Fall, Spring
Staff

**CL 706 General Examination for
Classics Majors** Fall
Mr. Witkin

COMPUTER SCIENCE

The program in computer science at Middlebury is designed with the goal of providing a solid foundation in computer science. This goal is met by a wide variety of course offerings in the department of mathematics and computer science. Detailed descriptions of courses appear in the course listings for that department. It is expected that students desiring a single course that provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 121.

Concentrations: A number of concentrations are possible in the computer science area. Most begin with CX 121 and CX 122. Students interested in these concentrations should consult with the department chair.

Major: The department of mathematics and computer science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper-level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the department of mathematics and computer science for further details.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Cynthia Atherton (art), John Berninghausen (Chinese language/literature), Carole Cavanaugh (Japanese language/literature, on leave academic year), Gregory Chiang (Chinese language/literature), Kyoko Davis (Japanese), John Keenan (religion), Hiroshi Miyaji (philosophy and culture), Nobuo Ogawa (Japanese language/linguistics), Ellen Oxfeld (sociology/anthropology, on leave academic year), Sunder Ramaswamy (economics), David Rosenberg (political science), Keiko Taguchi (Japanese language), Kyoko Takashi (Japanese language/linguistics), Neil Waters (history), Don Wyatt (history), Clara Yu (Chinese language/literature), Carolyn Lee (Chinese), Thomas Moran (Chinese), David Stahl (Japanese).

The East Asian studies major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term *East Asia* refers to China, Japan, and Korea, and the program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses taken in several different departments that will explore connections among art; literature; history; intellectual heritage; social organization; contemporary social, political, or economic issues; and cultural values of East Asian peoples.

Required for the Major in East Asian Studies: The East Asian studies (EAS) major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Course work in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain authorized language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis or project adviser and disciplinary approach to be used in the thesis or project prior to going abroad. This choice of the adviser from among the participating faculty members in the program and of the proposed course of study *must be discussed with the program chair*.

In this program, departmental honors for majors will be awarded as follows: Honors for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, High Honors for a thesis graded A- or A with at least a 3.55 average in all EAS courses, Highest Honors for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

The New Major, for students in the Class of 1998 and later classes:

1. Three or more years of an East Asian language (including one winter term; see note on language study)

2. HI 331 (China) and HI 335 (Japan)

3. Four courses in one department that presently provides offerings in East Asia (One course must be a methods course, a theory course, or an upper level seminar; one course must be in East Asia; and one course must be in an area outside of East Asia.) [Note: Those students who choose history for their course cluster cannot count HI 331 and HI 335 for this requirement. This requirement is reduced, however, to three courses for students with concentrations in history.]

4. One course outside of one's departmental focus, and outside of the history department, which deals with the culture of one's language choice (This requirement increases to two courses for students who do not study abroad in their junior year and for those concentrating in history.)

5. A senior thesis or essay in the discipline the student has elected for his or her focus (The senior thesis would normally be undertaken in the fall and winter terms unless specific departmental requirements make this impossible. Students are also required to utilize some source materials in the East Asian language in which they specialize.)

The Old Major, for students in the Class of 1996 and the Class of 1997:

Each East Asian studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.) Among the seven courses, the first three are required of all majors.

1. HI 331 Imperial China

2. HI 335 Traditional Japan

3. To prepare for senior work, all majors are required to take an intermediate methods course in a discipline, such as AR 700, CS 260, HI 418, HI 419, HI 426, HI 427, JA 426, PS 300, SA 301, SA 302, or EA 500, prior to the senior year. When a methods course is not available, the student will enroll in EA 500 and work under the supervision of the future thesis adviser and the program chair. Work done in EA 500 may not be directly connected to the future thesis topic.

4. The fourth course will be EA 600 Senior Project or EA 700 Senior Thesis.

5. The fifth course must deal with the modern period.

6. and 7. The sixth and seventh courses must be selected from the list below.

AR 103 Introduction to Asian Art

AR 222 Journey of the Three Jewels

AR 224 Art of Japan

AR 313 Masterpieces of Japanese Painting

AR 317 Masterpieces of Chinese Painting

CS 130 Masterworks of Chinese Literature and Civilization

CS 216 Traditional Chinese Fiction in Translation

CS 220 Modern Chinese Fiction in Translation

CS 225 Classical Chinese Poetry in Translation

CS 240 Contemporary Chinese Literature and Post-Mao Society, 1978-1991

CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese)

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- CS 401 Classical Chinese: Introduction to Wenyan (in Chinese)
- CS 402 Classical Chinese: Introduction to Wenyan (in Chinese)
- CS 425 Seminar on Contemporary Culture and Language (in Chinese)
- CS 475 Senior Seminar in Chinese Fiction (in Chinese)
- EC 426 Asian Economic Development
- HI 211 Early East Asia
- HI 212 Modern East Asia
- HI 331 Imperial China
- HI 332 Modern China
- HI 333 History of Chinese Philosophy
- HI 334 The Rulers of China
- HI 335 Traditional Japan
- HI 336 Modern Japan
- HI 409 Rebellion and Revolution in Modern China
- HI 418 U.S.-Japan Relations
- HI 419 Pearl Harbor and Hiroshima
- HI 426 Writing and Research, China
- JA 216 Traditional Japanese Literature in Translation
- JA 220 Prose Fiction in the Twentieth Century
- JA 226 Japanese Fiction: Image and Idiom
- JA 325 Japanese Language and Culture
- JA 350 Women's Writing in Japan: Tenth-Twentieth Centuries
- JA 475 Senior Seminar in Japanese Literature
- JA 426 Approaches to Japanese Literary Criticism
- PA 253 Confucianism and the Confucian Tradition in East Asia
- PA 256 Topics in Japanese Philosophy
- PS 220 Asian Politics
- PS 430 Seminar on the United States and Asia
- RE 115 Introduction to Eastern Religious Thought
- RE 210 The Buddhist Tradition in India
- RE 211 The Buddhist Tradition in Korea and Japan
- RE 212 Chinese Religions
- RE 214 The Tantric Tradition: India, Tibet, China, Japan
- RE 311 Seminar in Buddhist Philosophy

- RE 312 Buddhist and Christian Enlightenment
- RE 316 Seminar in Buddhist Ethics
- RE 317 Seminar in Taoism
- SA 335 Chinese Society and Culture

Language Study: The East Asian major will complete a total of six regular credits and one winter term credit in the Chinese or Japanese language training program preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese language students, the overseas language and cultural course work should earn up to four or five credits, depending upon whether the student goes for a single regular term or a regular term and a winter term. Upon returning from overseas, students of Chinese are given a test to determine the number of credits to be awarded. It is possible to earn seven credits for three quarters of successful advanced language study completed at the Inter-University Program for Chinese Language Studies in Taipei, Taiwan.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. Nine credits will be awarded for successful completion of such a program.

Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted.

Those who study Chinese or Japanese at Middlebury Summer Language Schools earn three credits.

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Christian A. Johnson Distinguished Professor of Economics: David C. Colander (on leave academic year); *Alan R. Holmes Professor of Economics:* Paul Wonnacott; *Hepburn Professor of Economics:* David E. Horlacher; *Professors:* Michael P. Claudon, Richard R. Cornwall, Paul M. Sommers (chair, on leave winter and spring); *Associate Professor:* Phanindra V.

Wunnava; Assistant Professors: Thomas A. Carr, Sunder Ramaswamy, Ben Slay, Kevin Stephenson

I. Required for the Major

The economics major consists of four sequences.

Introductory Sequence: EC 150 and EC 155. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. *Note:* No student who receives a grade below a C- in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C- to be admitted into EC 211 without permission.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355. The department will waive the MA 112 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed by the end of the fall term, junior year.

Elective Sequence: Majors are required to take at least four electives, two of which must be at the 400 level. One 400-level course must be completed at Middlebury. *Note:* EC 800 does not substitute for a 400-level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440, and EC 445, or all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 toward the minimum of 10 required courses.

Honors: Seniors interested in earning departmental honors may choose either of two options: the independent research option or the senior honors thesis seminar option. The independent research option is open to students who have received a grade of A- or better on a 400-level seminar paper and who have an accumulated G.P.A. of 3.5 or higher in economics courses taken at Middlebury. The senior honors thesis seminar option (EC 800) is open to any

senior economics major having an accumulated G.P.A. of 3.0 or higher in economics courses taken at Middlebury. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics: a B average (3.0) in courses taken from the joint major and a B+ on the thesis.

International Major: Middlebury's international major allows students to combine the study of a language with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. For an international major in economics, the required courses are MA 112, EC 150, EC 155, EC 210, EC 211, EC 350, EC 355, and four electives, two of which must be at the 400 level (and one of these two must be a 400-level course at Middlebury). The 400-level course at Middlebury should be based on study abroad. Courses completed abroad can consist of two electives (the equivalent of an economics 300- or 400-level course). For an elective taken abroad to count at the 400 level the student must pass the year-end exam and complete a significant independent research paper for the course. Beginning with the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and

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three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in economics should consult Professor Clara Yu, the international major adviser.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Economics-Micro (or Macro) automatically receive credit for Introductory Economics, Micro (EC 155) or Introductory Economics, Macro (EC 150). Students who score a 4 on the Advanced Placement exam in Economics-Micro (or Macro) must receive a B- or better grade in the corresponding intermediate-level course EC 355 (or EC 350) to receive College credit for the introductory-level course.

II. Post-Graduate Preparation

Students considering graduate programs in economics are urged to complete the first three sequences plus EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 or CX 121 and are strongly advised to take EC 411.

III. Minor in Economics

The economics minor will consist of five courses: EC 150, EC 155, EC 350 or EC 355, and two electives, one of which must be at the 400 level.

EC 150 Introductory Economics (Macro) (CW) Fall, Spring

An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and

wage-price spirals. (One section offered in the fall satisfies the College writing requirement.)

Staff

SOC

EC 155 Introductory Economics (Micro) (CW) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, the distribution of income, and public policy options bearing on these problems. (One section in the spring satisfies the College writing requirement.)

SOC

Staff

EC 210 Economic Statistics

Fall, Spring

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week.

DED Mr. Sommers (fall), Staff (spring)

EC 211 Introduction to Regression Analysis

Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (EC 150, EC 155, and EC 210)

Mr. Wunnava

DED

EC 230 Comparative Transitions
(CW) **Spring**

This course examines the economic transition occurring in Russia and other former Soviet republics in a broader geographic and interdisciplinary context. Emphasis is placed upon the nature and legacies of the Soviet-type economic system, the political economy of the ensuing post-communist transition, and the ways in which this transition is playing itself out in different countries. Economic developments in Russia, Ukraine, Kazakhstan, and the Baltic states are afforded particular attention. The lessons offered by the experiences of other countries and regions in transition, especially Eastern Europe, China, and Latin America, are also considered. (EC 150 or EC 155 or permission) Mr. Slay

EC 300 Current Problems in Economic Policy **Fall**

This course is designed to relate economic theory and practice. It considers such problems as unemployment, growth, health care, the environment, the deficit, and the international debt crises; it discusses the theoretical and practical problems of a variety of proposed "solutions" to these problems. (EC 150 and EC 155) Staff

EC 310 Economics of Investing in Securities **Spring**

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and discuss various investment strategies. This course is more practical than theoretical. The four major topics are stocks, bonds, options, and portfolio theory. Minor topics include futures, commodities, and real estate. Highlights include an optional trip to Wall Street, guest lectures by investment professionals and a chance to pit your investment skills against those of the professor and other students. (EC 150 and EC 155)

Mr. Stephenson

EC 316 Corporate Finance **Fall**

This course examines how firms evaluate and finance investment opportunities. Major topics covered are the time value of money, the risk and return tradeoff, capital

structure (should firms use debt or equity), how finance affects stock price, analyzing financial performance, and mergers and acquisitions. Topics briefly covered include complex financial instruments, leasing versus buying, and hedging financial risk. (EC 150 and EC 155)

Mr. Stephenson

EC 325 Economic Development: Theory and Practice

Spring

This course will examine why some developing countries attain their goals and others do not. It will try to identify the factors that contribute to, or impede, the development process. By examining current data and applying economic theory, it will assess suggested causes of and remedies for poverty, population pressure, unemployment, rural stagnation, and educational deficits. It will consider the roles of foreign trade, investment, and debt in the context of an interrelated world economy. It will also suggest roles to be played by the industrialized countries and international organizations in promoting economic development in the Third World. (EC 150 or EC 155)

Mr. Horlacher

[EC 330 Comparative Economic Systems]**EC 340 International Economics: A Policy Approach** **Fall**

This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies: the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (EC 150 and EC 155)

Mr. Claudon

EC 350 Macroeconomic Theory

Fall, Spring

Macroeconomic theory analyzes whether the market effectively coordinates

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individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, Monetarists, and New Classicals are considered along with their proposed policies. (EC 150 and EC 155) Staff

EC 355 Microeconomic Theory **Fall, Spring**

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155)

Mr. Ramaswamy (fall), Staff (spring)

EC 365 Environmental Economics **Spring**

Natural scientists can help us to understand the impacts on the environment of the residuals we discharge into the air and water, but decisions to treat or reduce the discharges of residuals are ultimately economic decisions about the best uses of society's resources. Economic theory will be applied to the problems of choosing the optimal amounts of resources to devote to reducing discharges and to devising regulatory strategies that will help achieve environmental quality goals at least cost. (EC 155) Mr. Carr

EC 375 Money, Banking, and Monetary Policy **Fall**

An introduction to financial institutions, financial markets, and monetary policy. Students will focus on the determination of interest rates, portfolio theory, the demand for money, and the money supply process. Emphasis will be on the difficulties faced by the Federal Reserve in pursuing policies aimed at a steady, moderate growth of aggregate demand. There is sig-

nificant overlap between EC 350 and EC 375. (EC 150 and EC 155) Mr. Wonnacott

EC 385 Socioeconomic Inequality (CW) **Spring**

What is the interaction between the construction of social structures (e.g., gender, race, class) and the operation of markets: Do markets amplify or diminish inequality? We look at neoclassical economists' understanding of how inequality affects market outcomes and of how competition among employers should reduce inequality. We shall contrast this with Marxian efforts to base social inequality on distinct economic roles. Finally, we look at efforts within feminism, ethnic studies, sociology, and cognitive psychology to connect changes in social structures (tastes, norms, legal distinctions) to economic roles (assets, occupations, education). (EC 155)

SOC

Mr. Cornwall

[EC 395 Introduction to Mathematical Economics]

EC 411 Applied Econometrics **Fall**

This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 350 or EC 355 or permission) Mr. Wunnava

EC 425 Seminar in Economic Development **Spring**

Much of the world still faces the daily pain of poverty. Developing countries have to accelerate their growth rates, eradicate absolute poverty, reduce inequalities, address environmental concerns, and create productive employment opportunities. We shall study the major analytic and policy issues raised by these challenges and examine the need for a productive balance between market forces and positive action by the state. With the success of the high-performing Asian economies, renewed fo-

cus must be on the kinds of development strategies to be adopted, the choice of policy instruments, and methods of implementation. (EC 325 or EC 350 or EC 355)

Mr. Ramaswamy

[EC 426 Asian Economic Development]

[EC 427 Development versus Democracy?]

EC 428 Population Growth and the Global Future

Spring

This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid "greying" of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes, the effects of changing family structures, and the need to improve the status of women. (EC 350 or EC 355 or permission)

Mr. Horlacher

EC 430 The Post-Communist Economic Transition

Fall

This course examines the economic transition from Soviet-type socialism to capitalism based upon private ownership and markets. Topics examined include the nature and legacies of the traditional system, problems of macroeconomic stabilization, privatization, reform of the banking system and bankruptcy law, and external transformation. Countries examined include Russia, the Baltic states, Poland, Hungary, and China. (EC 350 or EC 355 or permission)

Mr. Slay

EC 440 The Economics of International Trade

Fall

A study of the causes of trade between nations and the consequences for economic well-being and the allocation of scarce resources. Trade policies in advanced and developing economies, as well as the interrelationship between trade and economic

development, will be analyzed in detail. Issues surrounding free trade versus protectionism, GATT, U.S. competitiveness, U.S.-Japan trade relations, European Economic Union, and the North American Free Trade Agreement will be analyzed in depth. (EC 355)

Mr. Ramaswamy

EC 445 International Finance

Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (EC 350)

Mr. Claudon, Mr. Wonnacott

[EC 450 History of Economic Thought]

[EC 455 Industrial Strategies]

EC 460 Industrial Organization and Public Policy

Spring

This course examines the structure and performance of American industries and, to a lesser extent, public policy regarding these industries. Topics covered include advertising, pricing, antitrust legislation, patents, regulation, game theory, and strategic behavior. The lectures will be equally divided between general lectures regarding these topics and specific industry studies, with an occasional philosophical debate on such topics as the optimal patent length or protection of the U.S. steel industry. We will examine no less than 20 industries. The major writing assignment is an industry study. (EC 355 or permission)

Mr. Stephenson

EC 465 Special Topics in Environmental Economics

Fall

This seminar explores selected environmental economic issues from a theoretical and policy perspective. Building upon the foundations of economic theory, the current course focuses on global warming,

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tropical rain forest destruction, techniques to measure environmental resources, wetlands, and endangered species. (EC 355)

Mr. Carr

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Fall

Seminar on monetary theory and policy and financial institutions. The first third of the course covers monetary theory and business fluctuations. The remainder of the course focuses on financial institutions, current economic developments, and Federal Reserve policies. As part of the course, students are required to write a briefing paper for an Open Market Committee Meeting. (EC 350)

Mr. Wonnacott

[EC 480 Labor Economics]

[EC 485 Inequality and Poverty]

[EC 498 Seminar in Economic Issues]

EC 500 Individual Special Project Fall, Spring

(Permission, see *Handbook*)

Staff

EC 800 Senior Research for Honors Fall, Winter

(Permission)

Mr. Wunnav

ENGLISH

Professors: John Bertolini (on leave winter and spring), Stephen Donadio (chair), John Elder, Robert Hill, Edward Martin, Elizabeth Napier, Robert Pack, Jay Parini, David Price, John Wilders (fall and winter); *Associate Professors:* Julia Alvarez, Cates Baldridge, Gary Margolis (part-time); *Assistant Professors:* Alison Byerly, Nancy Coiner, Kathleen Skubikowski (part-time; director of College writing program); *Visiting Lecturers:* David Bain (part-time), Don Mitchell, Ron Powers (part-time)

MAJOR PROGRAM

Required for the major in English:

For the Class of 1997 and thereafter: the

core (seven courses): EL 203 and EL 204; five distribution courses in literature, one chosen from each of the following groups: (I) medieval and Renaissance literature; (II) seventeenth- and eighteenth-century literature; (III) literature after 1800; (IV) literary history and criticism; (V) Shakespeare.

For the Class of 1996 and prior years: (1) the core (seven courses): EL 203 and EL 204; four distribution courses in literature, one chosen from each of the following groups: (I) EL 300, EL 301, EL 302, EL 303, EL 324; (II) EL 206, EL 304, EL 305, EL 306, EL 307, EL/LS 308; (III) EL 207, EL 213, EL 214, EL 314, AL 202, AL 300, AL 301; (IV) EL 208, EL/AL 309, EL 312, EL 229, EL 230, AL 302, AL 306, AL 307, EL/LS 310; and Shakespeare (EL 225 or EL 319 or EL 320 or EL 321 or EL 421); (2) a field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a field defined by the student and approved by the department); (3) the senior program (one, two, or three courses).

Fields: A field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses—but no more than two—may be used to fill both distribution and field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 324 or EL 306 or EL/LS 308; (3) EL 321 or EL 319 or EL 320; (4) EL 229 or EL 230 or EL/LS 310; or an approved drama course in a department other than English; (5) a seminar.

Narrative Tradition and the Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) EL 302 or AL 301 or AL 302 or EL/AL 309 or AL 300 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: (1) EL 173 or EL 204 (2) EL 303 or EL 304 or EL 307; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or an appropriate poetry course in a department other than English; (5) a seminar.

Creative Writing—Poetry: (1) EL 173; (2) EL 375; (3) and (4) two of EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing—Fiction and Nonfiction: (1) EL 107 or EL 160 or EL 163 or EL 173; (2) EL 360 or EL 365 or

EL 370; (3) and (4) two of EL 206, EL 207, EL 314, EL 208, EL/AL 309, AL 301, AL 302, AL 340; (5) a seminar. Where appropriate, TH courses in playwriting and screenwriting may be substituted.

Majors seeking to define fields may, in consultation with their advisers, propose to the department chair alternative fields or different courses within the five fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel, and poetry as long as the coherence of the field is maintained. Areas within which fields can be defined are, for example, the literature of nature, pastoral literature, and intensive studies of periods and cultures (such as Renaissance, eighteenth century, nineteenth century, modernism, contemporary literature), with courses in history, art, music, religion, philosophy, foreign languages, American literature included. Those seeking to define joint majors with English and another department may, through the way the field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with an adviser in the department, or with the chair. It should be noted that most distribution courses will not be offered every year: in groups I, II, and III there will normally be two each year and in group IV normally there will be four. Enrollments in distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important: The seminar elected should be an appropriate enhancement of the rationale for the field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

JOINT MAJOR

Normally, the minimum of seven EL courses used in the joint major will include the following: EL 203; EL 204; one course in each of four of the five distribution ar-

reas: I, II, III, IV, Shakespeare; and senior work that brings together aspects of the two majors (such as an essay, thesis, seminar). Joint majors must be approved by the chairs of the departments or programs involved.

MINOR

EL 203

EL 204

One EL poetry course at the 200 or 300 level

One EL drama course at the 200 or 300 level

One EL narrative fiction course at the 200 or 300 level

One additional EL literature elective

Note: At least one of the courses selected to complete the minor must be at the 300 level.

SENIOR PROGRAM

The senior program includes the required winter term seminar and examination and an optional one-term essay or a two-term thesis (EL 700 or EL 710). Normally seniors register for one unit of EL 700 or EL 710 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of AL 201, AL 203, AL 204, AL 307 or EL/AL 312, EL/AL 309); LS 705, Senior Colloquium in Literary Studies, is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (Honors, High Honors, Highest Honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for Highest Honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical

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average of course grades all courses designated EL will be counted as will all other Middlebury courses that fulfill requirements for the major. Departmental minimum grade averages for each level of honors are: Highest Honors, A+; High Honors, A or A-; Honors, B+.

The winter term senior program is an intensive comprehensive course that evaluates literary knowledge and sensibility through both written and oral components. Every year six or seven faculty will have responsibility for designing a course with shared and common experiences for all seniors and staff. While the format may change, each year the course will exercise and test skills of close reading, analysis, and comparison. Students will be asked to consider connections and influences, as well as generic (or formal), thematic, and theoretical perspectives. The winter term reading list will vary with each new format, and will be given to majors in their junior year. Each year's list will include selections from Chaucer, Shakespeare, and Milton, as well as 12-15 other works or authors to be read or reread by the beginning of winter term. Students can expect to have read some, but not necessarily all, of these works in courses. The winter term staff may choose to add a book or two at the beginning of the term; these additions may be drawn from literature, criticism, or philosophy. *The winter term course is required for completion of the major.*

See "Seminars," "Junior Seminars," and "Theses and Essays" below for prerequisites to Senior Critical Essays and Theses and Senior Creative Writing Projects. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300-level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one

is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

COLLEGE WRITING PROGRAM

EL 204, EL 107, EL 163, and EL 173 all satisfy the College writing requirement. See descriptions below under "Literature" and "Writing" courses that are designated (CW).

LITERARY HISTORY AND CRITICISM

These courses (EL 110, EL 111, EL 112, EL 113, EL 114, EL 115, EL 116, EL 117, EL 118) are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. These courses are especially suitable for meeting the College distribution requirement.

[EL 110 Continental Fiction]
LIT

[EL 111 European Drama (III)]
LIT

[EL 112 Mythologies Timeless
and Timely, Traditional
and Contemporary]
LIT

EL/AL 113 Visions of Nature
Fall, Spring

This course will focus on the work of nature writers and poets who have exercised an influence on the modern environmental movement or who suggest where it might go from here. John Muir, Mary Austin, Aldo Leopold, Rachel Carson, Edward Abbey, Gary Snyder, Annie Dillard, Leslie Silko, A.R. Ammons, Wendell Berry, and Terry Tempest Williams will be among the authors studied. We will also consider the paintings of Georgia O'Keeffe (in connection with Austin) and the photographs of Ansel Adams and Eliot Porter (in connection with Muir and with Leopold). (Intended for first- and second-year students. All others by permission only.)

LIT Mr. Elder, Mr. Mitchell

EL 114 Reading Women's Writing
Fall

Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including a sampling of poetry from the sixteenth to twentieth centuries; stories; and essays by Dinesen, Lessing, V. Woolf, Atwood, and C. Wolf; and novels by Austen, C. Brontë, and Hurston. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature.

LIT Ms. Byerly

EL 115 Romance Fall

Romance follows the track of desire, and especially the restless desire to have it all: power, adventure, true love, hidden knowledge, and finally satisfaction, rest, a home. We will move from the *Odyssey* through medieval and Renaissance romances (*Sir Gawain and the Green Knight*, *The Tempest*) to modern novels (*Wuthering Heights*, *To the Lighthouse*). As we do, we will explore recurrent narrative patterns and themes such as quest and return, the problem of sexual passion, and the desire to go beyond the borders of the conventional or licit; we will also examine who reads romance in different periods and why.

LIT Ms. Coiner

[EL 116 Justice in an Indifferent Universe]

LIT

[EL 117 The History of Nature from Beginning to End]

LIT

[EL 118 "Men Against the Sea"]

LIT

[EL/LS 210 Traditions of Episodic Narrative]

LIT

[EL/TH 239 The Cinema of Alfred Hitchcock]

LIT ART

[EL 330 Literary Criticism: Classical to Modern]

EL/LS 340 Fate, the Unconscious Mind, and Choice

Spring

See program in literary studies listings for description. Mr. Pack

LIT EUR

LITERATURE

The EL 203-204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition.

Those intending to major in English are advised to complete the EL 203-204 sequence *before* they elect other courses above the 200 level. EL 204 is a writing intensive course that meets the College writing (CW) requirement. EL 203 is prerequisite to EL 204.

EL 203 Interpretation of Literature
Fall, Spring

The course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the first-year student seminar requirement, who intend to major in English, American literature and civilization, or literary studies; open to other students, space permitting.) This course does *not* fill the College writing requirement.

Staff

EL 204 Chaucer, Shakespeare, Milton (CW) Fall, Spring

A course designed as a continuation of EL 203; students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays, and Milton's *Paradise Lost* in its entirety. (EL 203; advanced literary studies majors by permission)

Staff

ENGLISH

Courses below that fill departmental requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement.

EL 206 Early English Novel (II)

Fall

The development of the English novel in the eighteenth century. Novelists include Defoe, Richardson, Fielding, Sterne, and Lewis.

Mrs. Napier

LIT EUR

EL 207 Nineteenth-Century English Novel (III)

Fall, Spring

Close analysis of form, theme, and character in representative English novels of the nineteenth century. Among the novelists to be read are Austen, Dickens, Collins, Thackeray, the Brontës, Eliot, and Hardy.

Mr. Hill, Ms. Byerly

LIT EUR

EL 208 Twentieth-Century English Novel (IV)

Fall, Spring

Fall: This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others. *Spring:* This course will focus on novelists of the first quarter of the twentieth century: Conrad, Joyce, Lawrence, Forster, and Woolf. We will study the various ways in which each sought to engage both the general problems of human life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to richly complex expressions of their doubts, fears, hopes, and beliefs.

Mr. Baldridge (fall), Mr. Price (spring)

LIT EUR

EL 213 Romantic Poetry and Its Inheritors (III)

Fall

Diverse responses to the human body and to nature—the Biblical imperative to take dominion over it, the inspiration to celebrate it, the wish to transcend it—will be studied through close readings of the poetry of Wordsworth and Keats and their influence on such inheritors as Hardy, Hopkins, Yeats, and Thomas. We will begin by examining the first three chapters of the Book of Genesis, and then go on to consider Darwin's theory of evolution in relation to the themes of "design" and "progress" as they emerge in the poetry to be perused.

Mr. Pack

LIT EUR

[EL 214 The Pastoral (III)]

LIT EUR

[EL/AL 217 The Modern Short Story (IV)]

LIT EUR

[EL 227 Greek Comedy]

LIT

EL 229 Modern British Drama: 1890-1950 (IV)

Fall

Analysis of the language, style, dramaturgy, and meaning of plays by Wilde, O'Casey, Synge, Barrie, T.S. Eliot, Coward, Rattigan, and G.B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made.

Mr. Bertolini

LIT

[EL 230 Contemporary British Drama: 1950 to the Present (IV)]

LIT

EL 300 Medieval Literature (I)

Spring

Major literary texts of the European and English Middle Ages, with emphasis on Dante and Chaucer. Though we will focus on medieval authors' sophisticated use of literary genres to explore fundamental social, political, ethical, and intellectual questions of the day, we will also look at the entertainment literature of the Middle

Ages (romance, fabliau) and at the ambivalence of medieval authors about the nature and value of fiction. Ms. Coiner
LIT

[EL 301 Chaucer (I)]
LIT EUR

[EL 302 Medieval and Renaissance
Narrative: Chaucer and
Spenser (I)]
LIT

[EL 303 Sixteenth-Century English
Literature (I)]
LIT

EL 304 Seventeenth-Century
English Literature (II) Fall
Studies of the poetry of Donne,
Jonson, Herbert, Herrick, Rochester, and
several minor poets. A selection of poems
will be examined in close detail and an at-
tempt will be made to discover the distinc-
tive achievement of each poet and the dis-
tinguishing characteristics of the poetry of
this period generally. Staff
LIT EUR

[EL 305 Eighteenth-Century Poetry
and Prose (II)]
LIT

EL 306 Restoration and
Eighteenth-Century Drama
(II) Spring
An appreciation and critical analysis of
the language, style, wit, humor, and ethos
of British comic drama from 1660 to 1790
by such authors by Congreve, Wycherley,
Vanbrugh, Goldsmith, and Sheridan. Some
attention will be paid to literary context
through a sampling of the fiction of Field-
ing and the poetry of Pope. Staff
LIT

[EL 307 Neoclassic and Romantic:
Changes in English Poetry,
1700-1830 (II)]
LIT EUR

[EL/LS 308 Seventeenth- and
Eighteenth-Century
English and European
Drama (II)]
LIT

[EL/AL 309 Contemporary
Literature (IV)]
LIT

[EL/LS 310 Modern Drama (IV)]
LIT EUR

[EL/AL 312 Modern Poetry (IV)]
LIT

EL 314 Darwin among the Poets:
Monkeys, Cats, and Black
Holes (III) Spring
Scientific determinism lies at the core
of the Victorians' problem with themselves.
This course will deal with the impact of
Newtonian physics and the Darwinian hy-
pothesis as evident primarily through a
study of the novel, poetry, and prose writ-
ings from major figures from mid-nine-
teenth century to the present. In the novel,
Hardy and Conrad; from poetry, Tennyson,
Arnold, Hardy, and Frost; in prose, some
attention to short excerpts from Lyell, Mill,
Darwin, and Huxley, with access to com-
mentary from such modern figures as
Russell, Einstein, Pagels, Weinberg,
Feynman, and Hawking. I will attempt to
bring the implications of the nineteenth-
century "New Science" up to date. We
will conclude with a possible reconcilia-
tion through quantum mechanics of two
great opposing laws: Darwinism and the
second law of thermodynamics. Mr. Hill
LIT

EL 319 Shakespeare's Comedies
and Romances (SH) Fall
Close examination of selected scenes
from *A Midsummer Night's Dream*, *The Mer-
chant of Venice*, *Much Ado about Nothing*,
Twelfth Night, *The Winter's Tale*, and *The Tem-
pest*. Although the constituent parts of each
play—construction, character, theme, and
language—will be considered, the main
emphasis will be on the effects created in

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performance. Students should be willing to take part in readings, as at a rehearsal.

LIT EUR Mr. Wilders

[EL 320 Shakespeare's Tragedies and Histories (SH)]

LIT EUR

EL 321 Shakespeare (SH) Spring

An intensive scrutiny of language, character, and theme. Among the works to be considered are *A Midsummer Night's Dream*, *King Lear*, and *The Winter's Tale*.

LIT EUR Staff

EL 324 Medieval and Renaissance Drama (I) Fall

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlowe, Jonson, Shakespeare, and Webster, with medieval drama as a background.

LIT EUR Staff

SEMINARS

The process or *activity* of the seminar is as important as the subject: In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill distribution requirements in the major in addition to field requirements are so indicated.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures *at least one week before registration*. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

Courses that meet the English department requirement for critical or creative senior thesis work are listed below. Junior seminars, and some seminars offered by other departments and/or programs, when appropriate to the field, may also be used to fill the seminar requirement.

EL 401 Seminar: Representing the Eighteenth Century Spring

An examination of important eighteenth-century ideas through a consideration of literary and nonliterary works of the period. Topics will include the representation of the passions (Richardson, Lavater), ideals of female conduct (Pope, Swift, eighteenth-century portraiture), ideas of landscape (the poems of Pope, Thomson, and Crabbe; eighteenth-century gardening tracts), and notions of the self (Pope, Cowper, popular conversion tracts). In each instance, we will seek clarification of literary strategies and perspectives through a consideration of companion pieces in the visual arts, or writings in the areas of medicine, theology, and domestic conduct. Substantial written work; seminar presentation. (Please apply at department office.) Mrs. Napier

[EL/AL 402 Seminar: H.L. Mencken as Literary and Cultural Critic]

[EL/TH 403 Seminar: Alfred Hitchcock]

[EL 404 Law and Literature]

[EL 405 Seminar: Wordsworth and Eliot]

EL 406 Shaw, Stoppard, and the Play of Ideas Fall

In the 1890s Bernard Shaw introduced into British drama the play of ideas—a play that takes as its theme a social or philosophical problem—and combined it with the traditions of farce and high comedy to create a highly idiosyncratic kind of drama. For the past three decades Tom Stoppard has continued that tradition of wit and intellectual comedy. This seminar will study closely how these two playwrights have given vital form to the play of ideas in a dozen of their major plays. (Please apply at department office.) Mr. Bertolini

EL 407 Seminar: William Butler Yeats **Fall**

Extensive reading in Yeats's complete poetry. Background studies of *A Vision*, *Mythologies*, *The Autobiography*, and selected critical essays will go on concurrently, with attention to the symbolist movement in general and pre-Raphaelitism specifically. The burden of the seminar will be to engage as deeply and thoroughly as possible many of what are taken to be Yeats's major poems. (Please apply at department office.)

Mr. Hill

EL 408 Seminar: Contemporary Literary Theory **Fall**

Practicing literary theory means nothing more—or less—than (1) asking fundamental questions about the study of literature and (2) being self-conscious about the methods we use (and avoid) when we analyze texts. By pairing works of literature with theoretical articles, we will explore such questions as whether there are one or many “right” interpretations of a particular text, whether the author or the reader determines what a work “really” means, what political function literature plays in our society, who gets to decide which books are “classics,” and whether or not men and women use language in fundamentally different ways. Theoretical methods covered will include deconstruction, psychoanalysis, Marxism, feminism, reader-response criticism, and the new historicism. (Please apply at department office.)

Mr. Baldridge

[EL 421 Seminar: Shakespearean Tragedy (SH)]

EL/LS 705 Seminar: Literary Studies Senior Colloquium **Fall**

See program in literary studies listings for description. (Please apply at department office.)

Mr. Donadio

JUNIOR SEMINARS

Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing, as well as discussion of research and critical

methods. Open to seniors when space is available.

EL 350 Junior Seminar: Several Versions of the Subject—Constructing Identities in First-Person Literature **Spring**

When authors take up a first-person voice, what choices do they face, what generic traditions do they confront, and what kind of self do they present? We will examine the various issues around constructing a first-person narrator, however distant or close to the author's self, as we read a wide variety of first-person literary and autobiographical texts. In conjunction with critical essays and theoretical analyses of the subject, we will read such texts as Wordsworth's *Prelude* and Stein's *Autobiography of Alice B. Toklas*, Defoe's *Moll Flanders* and Dickens's *David Copperfield*. We will also consider the role of a strong first-person voice in genres like lyric, autobiography, and even the student essay. (Please apply at department office.)

Ms. Coiner

EL 351 Junior Seminar: The Brontës—A Critical History **Spring**

An exploration of the literary phenomenon of the Brontë sisters. In addition to reading major novels and poems by the Brontës, we will consider critical responses to their works from the Victorian period through the present day, using changes in critical evaluation of their writings to chart major trends in literary criticism. We will experiment with a variety of methodologies, including biographical, new critical, psychoanalytic, feminist, poststructuralist, and historicist approaches. Discussion of research techniques and strategies for developing successful project topics will help students prepare for senior work in English. Works to be read include Charlotte Brontë's *Jane Eyre*, *Villette*, and *Shirley*; Anne Brontë's *The Tenant of Wildfell Hall*; Emily Brontë's *Wuthering Heights*; selected poetry by Anne and Emily Brontë; Elizabeth Gaskell's *Life of Charlotte Brontë*. (Please apply at department office.)

Ms. Byerly

ENGLISH

EL/ES 352 **Junior Seminar: Wordsworth and Bashō** **Spring**

Wordsworth's poetry brought a new imaginative power to "the religion of nature" in Romantic England, and we will follow the development of his vision in the "Lyrical Ballads" and "The Prelude." In a similar way, Bashō distilled and defined Japan's natural aesthetic. The "Narrow Road to the Interior" and selected haiku will focus our investigation of Bashō's writing. In addition to our close readings of these two enormously influential poets, we will explore their larger social and artistic contexts. In particular, each of them had a strong affinity with one painter (Wordsworth with Constable, Bashō with Sesshu) that rewards attention.

This seminar is intended for juniors and seniors who are either majoring in literature or majoring in environmental studies with an emphasis on literature and writing. In the latter case, all three ES "core courses" should have been completed prior to enrollment. (Permission) Mr. Elder

EL/AL 450 **Seminar in Major** **Authors: William Faulkner** **Spring**

See listing under the department of American literature and civilization. (Open to English majors, space permitting)

Mr. Donadio

WRITING

All writing courses are workshops; therefore, places are limited, and admission is by permission. English and American literature majors are given priority, then concentrators. Please come to the English department office at least one week prior to registration.

Level One

The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basis of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 163 and EL 173 as entry courses to the writing sequence, although EL 107, EL/TH 240, EL/TH 228 may be substituted. See course descriptions for details.

EL 107 **Journal and Essay (CW)** **Spring**

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing, but we will also devote attention to the work of contemporary essayists. This course is a prerequisite to EL 360 and EL 365. (Permission)

Ms. Skubikowski

EL 160 **Expository Prose (CW)** **Spring**

EL 160 is a nonfiction course designed to heighten the writer's awareness of the thematic richness that exists in the immediate, everyday world, and to develop the writer's skills at investigating, harvesting, and arranging this richness into narrative. At the outset of the course, students will produce a series of exercise papers demonstrating their ability to perceive and render descriptions of people, locale, spoken language, and interactive behavior. Later, students will write and revise a series of essays that draw on the observations and descriptions they have recorded. Classroom discussions will focus on students' work and also on assigned readings of periodical journalism, literary journalism, and published nonfiction. (Permission) Mr. Powers

EL 163 **Writing Fiction and** **Nonfiction (CW)**

Fall, Winter, Spring

An introduction to the writing of short fiction and the essay through analysis of writings by modern and contemporary fiction writers and essayists, and discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 360, EL 365, and EL 370. (Permission)

Mr. Bain and Staff

EL 173 **Writing Poetry and Fiction** **(CW)** **Fall, Spring**

An introduction to the writing of poetry and short fiction through analysis of writings by modern and contemporary poets and fiction writers, and discussion of

student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 370 and EL 375. (Permission)

Ms. Alvarez, Mr. Parini, and Staff

[EL/TH 218 Playwriting I (CW)]
ART

[EL/TH 228 New Plays: Playwright and Director]

EL/TH 240 Screenwriting Workshop I (CW) Fall

See theatre, dance, and film/video listings for description. Mr. Mitchell

ART

Level Two

The second level of writing sequence courses consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by permission. Students must have taken the appropriate level one prerequisite course. A student wishing to take a level two workshop without the appropriate prerequisite *may* do so by permission of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level two courses (except EL 365) may be elected more than once, provided the student has a grade of B or better in the first level two course.

EL/TH 341 Screenwriting Workshop II Spring

See theatre, dance, and film/video listings for description. Mr. Mitchell

ART

EL 360 Workshop: Nonfiction
Fall, Winter

Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 107 and permission)

Mr. Powers, Mr. Bain

ART

[EL 365 Workshop for Nature Writers]

ART

EL 370 Workshop: Fiction Spring

Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 173 and permission)

Mr. Parini and Staff

ART

EL 375 Workshop: Poetry Winter

Study and practice in techniques of poetry writing through workshops and readings in modern and contemporary poetry. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 173 and permission)

Mr. Parini

ART

Level Three

The third level of courses in the writing sequence consists of writing tutorials for students who have completed one level one and two level two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American literature major must have taken two level two workshops with a minimum average of B+ for the two workshops. No more than one 300-level workshop may be taken in winter term.

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (EL 560) may be undertaken after completion of the introductory and two level two workshops in writing. Course credit for satisfactory work at the Bread Loaf

ENVIRONMENTAL STUDIES

Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met. Students must make preliminary application for such credit before the end of the spring term preceding the Conference; the work done at the Conference must be evaluated and graded by the department during the subsequent fall term.

EL 500, EL 520, EL 560
Special Projects **Fall, Spring**

THESES AND ESSAYS

Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or two 300-level writing workshops) should elect either EL 700, EL 701, EL 710, or EL 711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or EL 701), which can be converted to a thesis if work is proceeding well during the first term.

EL 700 Senior Essay: Critical Writing **Fall, Spring**

Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. Staff

EL 701 Senior Essay: Creative Writing **Fall, Spring**

Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction.
Mr. Parini and Staff

EL 710 Senior Thesis: Critical Writing **Fall, Spring**

Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. Staff

EL 711 Senior Thesis: Creative Writing **Fall, Spring**

Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction.
Mr. Parini and Staff

EL 720 Senior Comprehensive Program **Winter**

Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. Staff

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Robert Churchill (geography), Raymond Coish (geology), John Elder* (English and environmental studies), Andrea Olsen (theatre, dance, and film/video), Steven Rockefeller (religion), Stephen Trombulak* (biology and environmental studies), Rich Wolfson (physics); *Associate Professors:* Richard Arthur (philosophy), James Larrabee* (chemistry), Burke Rochford (sociology/anthropology), Sallie Sheldon* (biology); *Assistant Professors:* Alison Byerly (English), Tom Carr* (economics), Gregory Lowenberg (biology), Christopher McGrory Klyza* (political science; director), Grant Meyer* (geology), Raoul Miller (geography); *Visiting Assistant Professor:* Sara Cairns (biology)
*Steering Committee

The field of environmental studies (ES) explores the relationship between humans and their environment. Students pursuing the ES major work in a variety of disciplines, including biology, chemistry, economics, geography, geology, literature, the performing arts, philosophy, political science, religion, and sociology. The program in environmental studies is designed to provide stu-

ENVIRONMENTAL STUDIES

dents an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as providing in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, including environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one—fully equivalent to most joint majors. No one who has not made a significant start on the requirements by the end of the sophomore year should plan on majoring in environmental studies. It is strongly recommended that interested students consult with the director or another member of the Steering Committee before declaring a major in ES.

Required for the Major in Environmental Studies: The ES major is composed of course work in four areas: (1) a set of three core courses, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level policy formation course.

There is no minor in environmental studies.

Program Honors: Seniors may enroll in ES 700 in order to pursue an independent honors project. With prior approval from the director, a 700 project in another department may also qualify an ES joint major for program honors in environmental studies. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the natural sciences, humanities, and social sciences. *Note:* Only those students who have completed all three of the core courses are eligible to enroll in ES 401 or to sign up for ES 700.

ES	112	Natural Science and the Environment
EL/AL	113	Visions of Nature

PS	211	Environmental and Natural Resources Policy
BI	190	Ecology (a required cognate)

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of four broad groupings.

Environmental Science

Conservation Biology: BI 195; five of the following courses, of which two must be at the 300 level: BI 185, BI 201, BI 202, BI 203, GG 256, BI 302, BI 310, BI 323, BI 390, and BI 391.

Environmental Chemistry: CH 103; CH 104; CH 241; CH 242; CH 270; a 300-level elective; and either CH 400 or CH 700. (This focus qualifies students for joint major status.)

Environmental Geology: Five courses from geology at the 100–300 levels (at least four of which must be at the 200–300 levels); one course at the 400 level; two units of GL 700. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: EC 155; EC 210; EC 365; EC 465; two courses from among EC 325, EC 340, EC 355, EC 428, EC 440, EC 445.

Geography: GG 100, GG 150, GG 340; one of the following: GG 310, GG 320, or GG 330; two courses at the 200 level; a 400-level seminar; the senior oral examination in geography. (This focus qualifies students for joint major status.)

U.S. Environmental Policy: PS 310; one course in American politics at the 200–300 levels; PS 421; EC 155; EC 365; EC 210 or MA 106 or PY 201.

Environmental Perspectives

Human Ecology: SA 103; SA 190; SA 301 or SA 302; one course from among GG 210, GG 211, and SA 307; two area studies courses; two units of SA 710.

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Literature and Writing: EL 203; EL 204; four courses from among EL 107 or EL 163 or EL 173, EL 360 or EL 365, EL 117, EL 213, EL 214, AL 202, CS 225, and JA 216; either a 400-level senior seminar or a one-semester independent essay.

Self-Designed

A student may develop a focus that addresses a subject not represented by existing foci. For example, the focus may emphasize a particular environmental problem, approach, region, or philosophical issue. The proposed course work must strive for depth and coherence, and include courses at both lower and upper levels. Such foci must be approved by the ES Steering Committee.

New foci in environmental education, international issues, and Latin America and the environment are under development. In addition, a new provisional focus in sustainable agriculture may be taken as a self-designed focus.

Sustainable Agriculture: At least two courses from BI 203, BI 303, BI 323; at least one course from GL 112 or GG/GL 251; at least one course from EC 365 or EC 465; and one course from CH 270, GG 254, GG/GL 255, and PS 310; a required readings class on sustainable agriculture; and a two-unit ES 700 Thesis/Internship with a local farmer or farm organization.

Any student interested in one of these areas is encouraged to speak with the director.

III. Cognate Courses: BI 190, Ecology, is a required cognate (beginning with the Class of 1998). In addition, any three of the following courses are required, with the restrictions that (1) at least two courses must be above the 100 level; (2) among the courses taken for the focus and cognates combined, at least three must be laboratory courses from the natural sciences; and (3) there must be at least three courses from outside the division of a student's focus. Laboratory courses are followed by (L).

- AL 202 American Literature: 1830-1865
AR 314 The American Landscape: 1825-1865

- BI 302 Vertebrate Natural History (L)
BI 323 Plant Ecology (L)
BI 390 Advanced Ecology
BI 391 Methods in Ecology (L)
BI 423 Reproductive Ecology and Conservation of Rare Plants
CH 103 Fundamentals of Chemistry I (L)
CH 104 Fundamentals of Chemistry II (L)
CH 270 Environmental Chemistry (L)
EC 365 Environmental Economics
EC 465 Special Topics in Environmental Economics
EL 117 The History of Nature from Beginning to End
EL 214 The Pastoral
EL 352 Wordsworth and Bashō
EL 365 Workshop for Nature Writers
ES 302 Environmental Education
ES 402 Environmental Science Education
GG 150 Physical Earth Processes (L)
GG 210 Geography of Development
or
GG 211 Economic Geography
GG 240 Public Policy in the Circumpolar North
GG 250 Arctic and Alpine Environments
GG 254 Weather and Climate (L)
GG 256 Biogeography
GG 260 Social Aspects of Environmental Issues
GG 320 Geographic Information Systems
GL 112 Environmental Geology (L)
or
GL 170 Dynamic Earth (L)
GL 161 Elements of Oceanography (L)
GL 201 Bedrock Geology of Vermont (L)
GL 205 Mineral and Energy Resources
GL 211 Mineralogy (L)
GL 251 Geomorphic Processes (L)
GL 255 Surface and Ground Water Resources (L)
GL 296 Geochemistry of the Natural Environment (L)
GL 321 Sedimentary Rocks
MA 106 Introduction to Statistical Science
or
EC 210 Economic Statistics

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- GG 300 Spatial Statistics
or
PY 201 Psychological Statistics
PA 205 Human Nature and Ethics
PA 206 Contemporary Moral Issues
PA 212 Introduction to the History of
Modern Science
PA 214 Science and Society
PA 360 Philosophy of Nature
PS 310 American Public Policy
PS 421 Perspectives on the
Environmental Movement
RE 239 Faith, Freedom, and Ecology
RE 303 Religion, Ethics, and the
Environment
SA 190 The Evolution of Humans and
Prehistoric Cultures
SA 307 Social Movement and
Collective Action
SA 321 Native Peoples of North
America
or
SA 322 Native Peoples of South
America
TH 215 Ecology and the Body

In addition, students may take (1) any winter term course listed as an environmental studies course; (2) the Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as two cognates); or (3) the Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates). Other off-campus programs may count as one or more cognates upon prior approval of the director.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdisciplinary work. Under special circumstances, students may be allowed to take this course in their junior year or to substitute for it an independent project as approved by the director.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ES 500 Independent Study). Students must carry out

this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ES 500.

Honors Program: Seniors may enroll in ES 700 in order to pursue an independent honors project. See full discussion above.

ES 112 Natural Science and the Environment

Fall, Spring

We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone depletion, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) Mr. Wolfson, Mr. Trombulak

EL/AL 113 Visions of Nature

Fall, Spring

See English listings for description. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) Staff

PS 211 Environmental and Natural Resources Policy

Fall

See political science listings for description. (First-year and sophomore students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor to do so.) Mr. Klyza

ES/TE 302 Environmental Education: A Bioregional Approach

Spring

Students enrolled in this seminar will also carry out internships in the public

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schools of Addison County. They will work closely with teachers in designing curricula that integrate natural history, social studies, and the arts in order to foster both an enhanced sense of place and a broader perspective on environmental issues. Among the authors to be read and discussed are Aldo Leopold, Rachel Carson, and David Orr. (ES 112, EL/AL 113, PS 211, and permission) Mr. Elder

ES 305 Environmental Policy Practice Fall, Spring

This course is an independent study program based on work at the Sierra Club's Northeast Regional Office in Saratoga Springs, New York. The course is designed to give the student practical experience in the workings of the environmental policy process. A substantial research paper based on the student's experience at the Sierra Club is required. This course must be taken in conjunction with ES 306. *Note:* Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn four credits for the semester. (PS 211 and permission) Mr. Klyza

ES 306 Directed Readings in Environmental Policy Fall, Spring

This course, which must be taken in conjunction with ES 305, is a directed readings course designed to enhance the student's understanding of the policy process in action. The student will do substantial reading on topics such as the role of interest groups in the political process, the connection between public interest groups and their constituents, understanding the workings of Congress, and the role of the media in the policy process. This course will supply the theoretical foundation to complement the more practical understanding developed in ES 305. *Note:* Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn four credits for the semester. (PS 211 and permission) Mr. Klyza

EL/ES 352 Wordsworth and Bashō Spring

See English listing for description. This seminar is intended for juniors and seniors who are majoring in literature or majoring in environmental studies with an emphasis on literature and writing. In the latter case, ES 112, EL/AL 113, and PS 211 should have been completed prior to enrollment. (Permission) Mr. Elder

ES 401 Environmental Studies Senior Seminar Fall, Spring

A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a major individual research project. (Senior standing; ES 112, EL/AL 113, and PS 211) Staff

[ES 402 Environmental Science Education]

ES 500 Independent Study Fall, Winter, Spring

A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. Staff

ES 700 Senior Honors Work Fall, Winter, Spring

A one-, two-, or three-unit research project on a topic pertinent to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ES faculty and students in a public forum. (Senior standing; ES 112, EL/AL 113, and PS 211) Staff

FRENCH

Professors: Edward Knox, Nancy O'Connor (at Middlebury in Paris), Carol Rifelj; *Associate Professor:* Bethany Ladimer; *Assistant Professors:* Cécile Danehy, Charles Nunley; *Visiting Assistant Professor:* Mireille Barbaud-McWilliams; *Instructor:* Paula Schwartz; *Lecturer:* Huguette Knox

The French department considers competence in French to be the essential prerequisite to any advanced work in the department. Students awarded a B.A. degree in French are expected to be able to demonstrate proficiency in spoken and written French, as well as familiarity with French literature and culture. Most incoming first-year students who have studied French previously are placed in FR 203 or FR 205, according to their background and ability in French. Beyond FR 205, courses in civilization, literature, and further language study are available at the 200 level and advanced levels (300 and above).

Required for the Major: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FR 220, FR 221, FR 227, FR 228, FR 229, or specified courses in Paris; or FR 491 (*Analyse littéraire*) in the Middlebury summer French School when offered.

II. One course in contemporary French or francophone civilization: FR 230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered.

III. One course in French history: In Paris, FR 330, FR 333 (*Histoire de la France*), FR 350 (*Architecture et urbanisme*), or *Histoire culturelle et sociale des peuples européens*.

IV. Three advanced courses in French or francophone literature.

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FR 500, FR 700).

Other courses counting for the major include: 1. At the Vermont campus: FR 205, FR 255, FR 277, FR 305, FR 345, FR 402, among others; certain advanced courses offered during the winter term (with permission of the chair); certain sum-

mer 300- and 400-level courses. 2. In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with College Board AP scores of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FR 220 or above; students with AP scores of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FR 220 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 300 or 400 level.

During the senior year, at least two advanced courses in French must be taken at Middlebury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Required for a Minor in French: Five or six courses, which must include FR 205 (this requirement is waived for students who place in a course above FR 205 through AP credit or a department placement test); two courses from category I above; FR 230; one course at the 300 level or above; or the equivalent of no more than two of these courses (two for full-year students; one for semester students) at the School in France, as approved by the chair of the department.

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well prepared

FRENCH

and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FR 500 or FR 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors, or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons for *not* spending the full year in France may be considered for the semester program. Students who are interested in studying abroad—who are double or joint majors, international majors, or who plan on participating in the teacher education program—should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may earn credit for one course per semester in France toward a concentration or a minor in French. They should in any event contact the French foreign study adviser before registering for their sophomore year.

The following are just a few of the courses available through the Middlebury program for juniors in Paris over the last few years:

Université de Paris X—Nanterre (full-year or semester courses):

Introduction à la linguistique
Pratique du français universitaire
Panorama de la littérature française
Lecture de textes narratifs
Lecture de textes poétiques
Le rêve et l'écriture
Littératures africaine et antillaise

Le thème de l'exil
Analyse de films
Le cinéma africain francophone
Initiation à l'art médiéval; moderne; contemporain
Art grec; Art byzantin; Arts d'Afrique
Histoire médiévale
Nation, nationalité, et nationalisme en Europe au XXème siècle
also courses in philosophy, sociology, religion, English and American literature

Middlebury in Paris (semester courses):

Parole et communication
Paris et sa région dans la littérature française
Architecture et urbanisme de Paris
La France: de l'Absolutisme à la Révolution et à l'Empire
La France: XIXème et XXème siècles

Institut d'Etudes Politiques (mostly full-year courses):

Institutions, partis politiques, et société en France aujourd'hui
Politique économique de la France
Histoire sociale et culturelle des peuples européens au XXème siècle
Politique comparée
Les grandes lignes de partage du monde contemporain

Courses in international and European economics at the *Faculté Libre d'Economie et de Droit* are also available through Middlebury's program for juniors.

Students planning to participate in the program in Paris must have completed two full years of college credit at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris; and they must have an overall average of at least B- and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are

required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31, if possible.

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 112 Humanists and Heroes]
LIT EUR

[FR 115 French Realism: French
Fiction from Stendhal to
Proust]
LIT EUR

FR 120 Women Writers in France
(CW) Spring

We will focus on women as seen by major women writers in France over 300 years. We will try to understand the evolving portrait of woman, including her place in society, her relationship with men, the family, and work outside the home. We will look at explicit and implicit statements about traditional female roles, as well as reflections on the need for change. Finally, we will explore relationships between this subject matter and the literary and semantic strategies adopted by the authors. Texts by Sand, Colette, Beauvoir, and others. This course satisfies the College writing requirement. Ms. Ladimer

LIT EUR

[FR 143 Politics and Culture of the
French Resistance]
HIS EUR

[FR/WS 200 Women and Fascism]
HIS EUR

COURSES IN FRENCH

FR 101 Intensive Beginning French
Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, labo-

ratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. *This course is for students who have not previously studied French.* It does not fulfill the foreign language distribution requirement. Normally, students are expected to continue with FR 102 after successfully completing FR 101.

Ms. Ladimer, Mr. Nunley

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101) Mr. Nunley

FR 203 Intensive Intermediate
French Fall, Spring

An active and intensive review of French grammar for students having had good beginning level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement)

LNG

Ms. Danehy, Ms. Ladimer

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated
Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FR 203 or placement.)

This requirement for the major and the minor may be satisfied by placement at a higher level.

Ms. Knox, Ms. Barbaud-McWilliams,
LNG Mr. Nunley, Ms. Rifelj

FR 220 Introduction to the Study
of French Literature I:
Between Self and Society
Fall, Spring

We will study a limited number of texts by major authors from the Renaissance to the French Revolution. Emphasis on close

FRENCH

readings of the texts (including prose, drama, and poetry) with the purpose of developing critical vocabulary and writing skills. Reflections on French history will help to understand the social forces at play from the Renaissance through the Enlightenment. Authors read may include the poets of the Pléiade, Corneille, Racine, Molière, Prévost, Voltaire, Rousseau. While students are urged to take FR 220 and FR 221 in chronological order, they are not required to do so. (FR 205 or placement; third- and fourth-year students by permission only)

Ms. Danehy,
Ms. Barbaud-McWilliams, and Staff

LNG LIT EUR

FR 221 Introduction to the Study of French Literature II: From Romanticism to Modernism Fall, Spring

This course examines texts by major authors from the postrevolutionary period to the recent past. Emphasis on close readings of the texts (including prose, drama, and poetry) with the purpose of developing critical vocabulary and writing skills. The course is also designed to acquaint students with the social circumstances that determined the esthetic movements that marked the period: romanticism, realism, symbolism, surrealism, and existentialism. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre. This is a continuation of FR 220. While students are urged to take the courses in chronological order, they are not required to do so. (FR 205 or placement; third- and fourth-year students by permission only)

Mr. Nunley, Ms. Rifelj, and Staff

LNG LIT EUR

[FR 227 Introduction to French Poetry]

LNG LIT EUR

[FR 228 Introduction to French Theatre]

LNG LIT EUR

[FR 229 Introduction to French Prose]

LNG LIT EUR

FR 230 Introduction to Contemporary France

Fall, Spring

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205; students may not take this course in their first semester at Middlebury; third- and fourth-year students by permission only)

This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School.

Ms. Knox, Ms. Schwartz

SOC LNG EUR

LANGUAGE, LITERATURE, AND CIVILIZATION

FR 255 Improving Writing in French (CW) Spring

This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 300 level. This course satisfies the College writing requirement. (At least one course among FR 220, FR 221, FR 227, FR 228, FR 229, and FR 230; others by permission)

Ms. Barbaud-McWilliams

LNG

[FR 277 Education and "éducation"]

SOC LNG EUR

[FR305 Advanced Practice in Written French]

LNG

FR 345 The Reciprocal Gaze: French and American Perspectives of Each Other Spring

For centuries the French and the Americans have gazed at each other—with

curiosity, fondness, or mutual antagonism—across the oceanic reflecting mirror. We will examine archetypes, stereotypes, and other by-products of their respective collective and creative imaginations. Do the French love to hate the Americans? How is France represented by Americans over time? To what extent do distortions in the perception of the other reflect crises of national and personal identity? We will explore Franco-American encounters and *rendez-vous manqués* in historical writings, essays, autobiography, and film. Readings will include works by Camus, Baudrillard, Labro, and others. (FR 230 or college semester/year study in France)

This course counts towards the French major as an advanced course in civilization.
LNG EUR Ms. Schwartz

FR 360 A Walk through the Seventeenth Century Spring

This course will investigate the many literary genres of the time. Through the reading and study of works from authors such as Corneille, Racine, Molière, Mme de Sévigné, Mme de La Fayette, Pascal, La Bruyère, La Rochefoucauld, Scarron, and Perrault, we will ask whether the form serves the content or the content dictates the form. We will attempt to define how the mentalities and the political and social environment of the period helped shape its literary masterpieces. (FR 220 or FR 228 recommended)

LNG LIT EUR Ms. Danehy

[FR 361 French Classical Theatre]
LIT LNG EUR

[FR 362 Women and the Novel of the Ancien Régime]
LIT LNG EUR

[FR 363 Classicism and Baroque]
LNG LIT EUR

[FR 364 Moralistes et philosophes]
LIT LNG EUR

[FR 365 Literature and Society in the Ancien Régime]
LIT LNG EUR

[FR 375 The Individual in Society in the Nineteenth-Century Novel]

LIT LNG EUR

[FR 376 Nineteenth-Century Poetry]

LIT LNG EUR

FR 379 Poetry and Painting in France, 1850-1950 Fall

In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 221 or 227 recommended) Ms. Barbaud-McWilliams
ART LIT EUR

[FR 380 The Novel in the Twentieth Century]

LIT LNG EUR

[FR 382 Living Literature, Writing Life: Autobiography in the Twentieth Century]

LIT LNG EUR

FR 385 Writing the Self, Writing the Nation: Personal and National Identities in Popular French Fiction

Fall

We will focus on critical moments in France's history as they are perceived through and shaped by the novelist's lens. Topics will range from the crisis of authority on the eve of the French Revolution, to colonialism and its discontents in the nineteenth century, to the demise of heroism in the wake of the Great War, to literature and ideology in the thirties, to the status of the intellectual hero in the French

GEOGRAPHY

Resistance, to questions of sexual and cultural identity in France today. Readings will include *Paul et Virginie* (1788), *Tartarin de Tarascon* (1872), *Le diable au corps* (1923), *Vol de nuit* (1931), *Le silence de la mer* (1942), *Le sang des autres* (1945), *Bonjour tristesse* (1954), *Shérizade* (1982), and *L'étudiant étranger* (1986). (FR 221 or FR 229 recommended) Mr. Nunley

LNG LIT EUR

[FR 387 Twentieth-Century Drama]

LIT LNG EUR

[FR 388 French Poetry of the Twentieth Century]

LIT LNG EUR

[FR 402 Study and Production of a Play]

LNG EUR

FR 500 Independent Project Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 500 projects or essays proposed by senior majors for departmental honors must be approved by the department as a whole. (See requirements above.)

Staff

FR 700 Senior Research Fall, Winter, Spring

For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. (See requirements above.) Staff

FR 704 Senior Seminar in Civilization: "I Eat, Therefore I Am: Food and Culture in France"

Fall

What's in a meal? Recent studies by historians and anthropologists show eating

practices to be a function of culture. For the French, in particular, cuisine and gastronomy are a treasured part of national heritage and cultural identity. What does the organization of the eating ritual say about them? How do eating and drinking structure time? What does food have to do with class, gender, time, and space? Works from a range of interdisciplinary perspectives will inform our study of French society through its singular approach to the culture of the table. Readings by Brillat-Savarin, Barthes, Zola, and others. (Senior majors/permission) Ms. Schwartz

FR 705 Senior Seminar in Literature: The Love and Marriage Plot in French Women's Writing Spring

In the age of *courtioisie* in the Middle Ages, women in France were writing about love as the central event of their lives. In the seventeenth century, the theme of love culminating in marriage assumed an alienated and fixed form. And since then, only a few remarkable women have given their own intimate version of what elsewhere became the staple plot of the novel. Here, we will look at what some of these women have to say about love and marriage in a woman's life, and about all the rest of that life that exists apart from these events. (Senior majors/permission) Ms. Ladimer

GEOGRAPHY

Professors: Robert Churchill, Ronald Liebowitz; *Associate Professor:* Tamar Mayer (on leave academic year); *Assistant Professors:* Malcolm Cutchin, Raoul Miller; *Visiting Assistant Professor:* Guntram Herb

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments. Consequently, there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has cre-

ated many interdisciplinary links. Finally, geography has a tradition of service to society, and geographers serve as policy makers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

In addition to traditional tracks in physical and human geography, the department offers a circumpolar track that focuses on physical environments of the Arctic and Sub-Arctic and on resource use, community development, and related problems in the Circumpolar North. This track is a cooperative effort between the geography department and the Center for Northern Studies. The Center offers field-oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the Center is complemented by courses offered by the geography faculty at Middlebury.

Required for the Major: All students who elect to major in geography must complete GG 100, GG 150, MA 106, GG 310, GG 320, and GG 340. In addition, students must choose one of the three tracks below.

Human Track: Four 200-level electives, three of which are in human geography (numbered below 250); one 400-level seminar

Physical Track: Four 200-level electives, three of which are in physical geography (numbered above 250); one 400-level seminar

Circumpolar Track: GG 240, GG 250, at least two additional 200-level electives, one 400-level seminar

Minors in Geography: GG 100, GG 150, two electives at the 200 or 300 level, one seminar at the 400 level

Semester-in-Residence: Students who elect the circumpolar track must complete either the fall or spring semester-in-residence at the Center for Northern Studies in Wolcott, Vermont.

Self-Contained Concentration: Due to the extended nature of this track, including courses in both natural and social sciences, an additional concentration is not required.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department fac-

ulty. The exam must be scheduled by the student no later than the second week of winter term and must be taken by the first week after spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who fails can schedule a reexamination at a later date. There is no limit to the number of times reexamination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Required cognate courses for the major in geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one course in mathematics or computer science.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a thesis. For students electing to write a thesis, a proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for GG 700. After an evaluation of the thesis, honors are conferred or denied on the basis of the grade assigned to the thesis.

GG 100 Geography: A Modern Synthesis (CW) Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 3 hrs. lect., 3 hrs. lab; open only to first-year students and sophomores.

SOC Mr. Cutchin

GG 110 Geographic Perspectives on Contemporary World Issues (CW) Fall

This course analyzes the regional significance and spatial variation of major global issues, such as poverty, war, scarcity of resources, environmental degradation, population growth, hunger, and AIDS. Its primary goal is to understand *how* and *why* regional variations occur, and the geographic influence and implications of those

GEOGRAPHY

variations. World System Theory and other geographic concepts will be used to explore the processes and dynamics that create the complex modern world around us.

SOC OTH

Mr. Herb

GG 150 Physical Earth Processes

Fall

Introduction to the basic scientific principles that determine the nature of the landscape today. This course is an excellent way to gain understanding of science using examples from the global environment. Lectures stress an understanding of large scale processes of landscape change, climate, and human influence on the physical environment. Emphasis is placed on new techniques for understanding development and change in natural systems. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab.

SCI DED

Mr. Miller

[GG 210 The Geography of Development]

Next offered in spring 1997

SOC OTH

GG 211 Economic Geography

Fall

This course develops a geographic perspective on economic relationships. By combining traditional methods and concepts of economic geography with more recent political-economic approaches, the course works toward an understanding of urban, regional, national, and global economic landscapes and works through current economic-geographic issues. Changing divisions of labor, economic sectors, types of production, industrial location strategies, organizational structures, capital flows, technologies, modes of transportation, and trade relationships are incorporated into this geographic study of an increasingly complex and interdependent global economy.

Mr. Cutchin

SOC

[GG 212 Urban Geography: Patterns, Problems, and Policies]

Next offered in spring 1997

SOC

[GG 213 Population Geography]

SOC DED

GG 214 The Geography of War

Fall

Whether it is military maps employed in the defense of the Han dynasty in the second century B.C. or the logistic support for cruise missiles in the Gulf War, geography has always been associated with war and the exercise of power. The course will examine how geography and geographers were involved in the propagation, justification, and administration of territorial conquest and control. Examples will include World Wars I and II, Vietnam, Bosnia-Herzegovina, and the Gulf War. 3 hrs. lect.

Mr. Herb

SOC HIS OTH

GG 215 Political Geography

Spring

Political relations within and between states do not occur in a vacuum. Rather, they are rooted in a specific and tangible geographic context. The course will examine the interactions between this context and political processes at various geographic scales, ranging from the local to the global level. Some of the issues that will be addressed include the territorial exercise of power, state formation, nationalism, and international cooperation. 3 hrs. lect.

SOC

Mr. Herb

GG 216 Medical Geography

Fall

Diseases and the human responses to them—public health measures and medicine—create challenges to, and are important features of, any society. This course introduces major disease and medical care principles and issues, and the pertinence of geography to understanding related problems. The course is organized into three sections: The first includes an examination of the patterns, causes, ecology, and diffusion of disease; the second focuses on the relationship between development, environmental change, and health; and the third deals with medical care and associated geographic issues. 3 hrs. lect.

Mr. Cutchin

SOC

[GG 220 Geographical Perspectives on the Middle East]

Next offered in spring 1997

SOC OTH

GG 222 The Political Geography of Russia **Fall**

This course focuses on the political geography of Russia and the newly independent states of the former USSR. It will address some of the major domestic and international political issues facing a post-Soviet Russia and the former Soviet republics. We will consider the historical legacies of the Soviet period in order to study what lies ahead for many of the newly independent states. Topics will include: creating new state structures; the old and new "nationalities question(s)"; the regional economic legacies of the Soviet system; and prospects for economic and political integration/disintegration among the former republics. Comparative analysis with other multinational states will provide the context for much of the course material and discussion. 3 hrs. lect., 1 hr. disc./lab.

SOC OTH Mr. Liebowitz

GG 223 Geographic Perspectives on European Integration **Spring**

The course examines the geographic context of the current attempts to create a United Europe. We will look at opportunities and constraints provided by the natural environment, the economy, and social structures. Some of the issues that will be addressed include the geographic limits to European unification, regional economic disparities, environmental degradation, political and economic refugees, and ethnic and national separatism. 3 hrs. lect.

SOC EUR Mr. Herb

[GG 240 Public Policy in the Circumpolar North]

Next offered in spring 1997

SOC OTH

GG 250 Arctic and Alpine Environments **Spring**

This course provides an introduction to the physical and biological characteristics of Arctic and Alpine environments. A systems approach is used to study climate, glaciation, geomorphology, and soils. The biota and ecosystems of the tundra, boreal forest, and polar seas are treated. Attention is also paid to the methods by which re-

search in these areas is conducted and to the nature of field logistics in harsh climates. Field excursions to Alpine areas in the region are an integral part of the course.

SCI Mr. Miller

GG/GL 251 Geomorphic Processes **Fall**

See geology listings for description.

SCI DED Mr. Meyer

GG 254 Weather and Climate **Spring**

A systematic examination of the atmospheric processes that control weather and climate. Special attention is given to climate change, climate reconstruction, and inadvertent climate modification as the result of human activities. 3 hrs. lect., 3 hrs. lab.

SCI DED Mr. Miller

GG/GL 255 Surface and Ground Water **Spring**

See geology listings for description.

SCI DED Mr. Meyer

[GG 260 Social Aspects of Environmental Issues]

Next offered in fall 1996 (course number may change)

SOC

GG 310 Fundamentals of Cartography **Spring**

An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps, are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). 2 hrs. lect., 3 hrs. lab.

DED SOC Mr. Churchill

GG 320 Geographic Information Systems **Fall, Spring**

This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial

GEOGRAPHY

databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab.

Mr. Churchill

DED SOC

GG 340 Explanation in Geography

Fall

This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection.

Mr. Herb

SOC

GG 400-level Seminars

Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Nine seminars are identified: development, economic, urban, population, political, medical, geographic information systems (GIS), topics in Russian geography, and physical. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year.

[GG 410 Seminar in Geography of Development: Women in Development]

Next offered in fall 1996

[GG 411 Seminar in Economic Geography: Corporate Organization and Geographical Change]

[GG 412 Seminar in Urban Geography: Women in the City]

[GG 413 Seminar in Population Geography: Challenges to the Nation-State]

[GG 415 Seminar in Political Geography]

GG 416 Seminar in Medical Geography: Medicine in Space and Place

Spring

This seminar is about the interplay among medical care, space, and place. Topics for study and discussion include the historical-geographical development of medical care, differences in medical care availability, spatial behavior of the ill, the geography of mental health care, and the evolving medical landscape. Throughout the seminar, the focus will be on the ongoing role of space and place within the web of economic, social, political, cultural, and behavioral components of medical care.

Mr. Cutchin

GG 420 Seminar in Geographic Information Systems and Cartography

Spring

This seminar explores the role of geographic information systems (GIS) in the study and management of environmental systems. Specific issues include: 1. evaluation of the value and validity of contemporary applications; 2. investigation of whether greatly enhanced visualization resulting from GIS technology has any demonstrable impact on cognition and perception of environmental relationships; and 3. exploration of new spatial contexts in which to study the environment that have emerged from software and hardware developments. In addition to critical reading and discussion, participants will complete an applied problem designed to engage these issues. (GG 330 recommended)

Mr. Churchill

[GG 422 Seminar in Russian Geography]

GG 450 Seminar in Physical Geography

Fall

This seminar examines the influence of glaciers and environmental changes on the global landscape during the Quaternary ice ages over the last two million years. In order to understand the nature and extent of these changes we will examine techniques of paleoenvironmental reconstruction.

tion, dating methods, and climate modeling. In addition to the study of climates from the past, the group will apply the same techniques to prediction of future global change. Critical reading of technical literature will develop from the instruction of basic principles in class, enabling students to judge the veracity of many aspects of current environmental debate. Mr. Miller

GG 500 Research in Geography
Fall, Spring
Staff

GG 700 Senior Research
Fall, Spring
Staff

PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles north-east of the College, in a substantially snowier and more rigorous climatic zone. While at the Center, students reside together in nearby country homes. All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Winter term-in-residence at the Center is available to all students who attend the fall term preceding or the spring term following or by departmental permission. Applications may be obtained from the geography department.

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester-in-residence program or the winter term-in-residence.

Fall Semester-in-Residence

The fall term at the Center introduces students firsthand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the Center faculty. Students in residence complete the following courses.

**NE 310 Quaternary Studies:
Paleoenvironment and
Prehistory of the
Circumpolar North** Fall

This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. Mr. Young

SCI

**NE 330 Indigenous Cultures of the
Circumpolar North** Fall

This course offers an ethnographic introduction to traditional circumpolar cultures. In general, the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of Arctic and sub-Arctic cultures of Old and New Worlds, followed by an examination of selected topics including subsistence-settlement systems, trade, social structure, and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. Mr. Cox

SOC OTH

NE 340 Polar Biota I: Flora Fall

This course begins with field identification of northern flora during a three-week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. Mr. Young

SCI

**NE 360 The Political Economy of
Resource Management** Fall

The management of natural resources in the Arctic and sub-Arctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. Mr. Flanders

SOC OTH

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Winter Term-in-Residence

All students who have been in residence at the Center the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the Center may attend winter term-in-residence there; registration is handled through the department of geography. Limited spaces are available.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical, and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Staff
SCI

Spring Semester-in-Residence

The spring term at the Center emphasizes social sciences, northern policy studies, community development in the North, and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses that students complete during the spring semester-in-residence are described below.

NE 315 Northern Archaeology Spring

This course combines an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeo-

logical research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands-on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. Mr. Cox

HIS SOC OTH

NE 325 Polar Biota II: Vertebrate Fauna Spring

This course consists of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and management concerns.

SCI

Mr. Young

NE 370 Arctic Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in-depth understanding of the role of policy in the north, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. Mr. Young

SOC OTH

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large-scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? Mr. Flanders

SOC OTH

GEOLOGY

Professor: Raymond Coish (chair); *Assistant Professors:* Kimberly Hannula, Patricia Manley, Grant Meyer; *Visiting Assistant Professor:* Thomas Manley

The department of geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry of problems in all facets of earth science, especially petrology, marine geology, tectonics, oceanography/limnology, geomorphology, and environmental geology. Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), and The Dynamic Earth (GL 170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these

or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 200- and 300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology. Senior seminars (400 series) are designed to encourage independent study of specific topics.

Required for the Major: The program for a geology major consists of 11 courses within the department. These must include a 400-level seminar and two units of GL 700 (Senior Research) and may include no more than two courses at the introductory level. Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended. Both courses should be taken prior to, or at least concurrently with, courses at the 300 level. The two-unit thesis (GL 700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104), and physics (PH 109, PH 110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GL 112 or GL 161 or GL 170), plus four higher-level courses, which must include GL 201 or GL 211 and at least one 300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 200- and 300-level

GEOLOGY

courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GL 700), and are related to course grades only in the context of guidelines in the *College Handbook*.

GL 104 Earthquakes and Volcanoes

Spring

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect./disc. (Students who have completed GL 170 are not permitted to register for GL 104.)

SCI

Ms. Hannula

GL 112 Environmental Geology

Spring

Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems in human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc., 3 hrs. lab/field trips.

SCI

Mr. Meyer

GL 142 The Ocean Floor

Spring

Have you wanted to view the ocean floor from a submersible? It's a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h.

Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them. 3 hrs. lect. (Students who have completed GL 170 are not permitted to register for GL 142.)

Ms. Manley

SCI

GL 161 Elements of Oceanography

Fall

Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel (*R/V Baldwin*) located on Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips.

Mr. Manley

SCI DED

GL 170 The Dynamic Earth

Fall

Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab/field trips.

SCI

Ms. Manley

GL 201 Bedrock Geology of Vermont (CW)

Fall

This course is designed to introduce students to the fascinating geology of New England. Six field problems are studied, involving trips to local areas, and are supported by lectures (combining class and lab time) on classification and meaning of rocks. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course)

SCI

Mr. Coish

[GL 205 Mineral and Energy Resources]

Next offered in fall 1996

GL 211 Mineralogy Spring

This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course) Mr. Coish
SCI

GL/GG 251 Geomorphic Processes Fall

An investigation of processes that shape the Earth's surface, including weathering, mass movements, and the effects of water, wind, and ice. Students examine how such processes govern the evolution of landforms in differing climatic, tectonic, and lithologic settings. Field and laboratory study focuses on the role of active surficial processes, as well as glaciation and other past events, in development of the landscape of west-central Vermont. Implications for human activities and maintenance of natural systems are also discussed. 3 hrs. lect., 3 hrs. lab. (GL 170 or GL 112 or GL 161 or permission) Mr. Meyer
SCI DED

GL/GG 255 Surface and Ground Water Spring

Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, streamflow, and the subsurface flow of groundwater are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect., 3 hrs. lab. Mr. Meyer
SCI DED

GL 281 Structural Geology Fall

How and why are rocks deformed? Why do faults, folds, and cleavage form? In this course you will learn how to describe deformed rocks geometrically, explain how they become deformed, and suggest tectonic causes for deformation. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative strain analysis, analysis of geologic maps and cross sections, and the use of stereographic projections to display 3-D orientation data. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or permission) Ms. Hannula

GL 296 Geochemistry of the Natural Environment

Spring

The Earth is a dynamic, tectonic machine with complex relations between physical and chemical systems. These relations form a cornerstone to understand environmental concerns like acid rain, groundwater contamination, asbestos and radon hazards, and disposal of radioactive waste. This course is designed for science students interested in these subjects and desiring a geochemical framework for their study. Lectures will focus on global element distribution, crystal-chemical behavior, mineral solubility, and chemical weathering. Labs will be project-oriented. Analytical instruments will be used to study geological and environmental problems. (A year of cognate science) 3 hrs. lect., 3 hrs. lab. Mr. Coish
SCI

[GL 301 Plate Tectonics and World Geology]

Next offered in spring 1997

GL 321 Sedimentary Rocks Fall

An overview of the tools used in determining depositional environments and tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. 3 hrs. lect., 3 hrs. lab/field trips. (GL 201 or GL 211) Staff

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GL 322 Igneous Petrology **Fall**

An inquiry into the origins, tectonic settings, and evolution of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of both volcanic and plutonic igneous rocks. Also, the constitution, origin, and evolution of the Earth's crust and mantle will be discussed. Laboratory will include extensive thin section studies of rock suites, as well as field studies in Vermont and adjacent New York, chosen to illustrate the wide variety of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211) Mr. Coish

GL 332 Metamorphic Petrology **Spring**

An analysis of the process of metamorphism based upon the study of metamorphic rocks. Lectures will focus on the progressive metamorphism of igneous and sedimentary rocks, the use of thermodynamics, mineral assemblages, and geochronology to determine the pressure-temperature-time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of metamorphic rocks and field trips in eastern Vermont and the Adirondacks. 3 hrs. lect., 3 hrs. lab. (GL 211) Ms. Hannula

[GL 342 Marine Geology]

Next offered in spring 1997

GL 382 Geophysics **Spring**

An introduction to the physical nature of the Earth from two perspectives: 1. Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and 2. Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect., 3 hrs. lab. (PH 109 or permission)

Ms. Manley

GL 400 Research Seminar **Fall**

The seminar provides experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week and focuses on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural

geology, mountain building or modern processes. *GL 400 is required of all geology majors in their junior or senior year.* The seminar is open to others by permission. 3 hrs. disc. or lab. Ms. Manley

GL 500 Readings and Research **Fall, Spring**

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research **Fall, Spring**

A two-unit senior program dedicated to original research in geological science resulting in a written thesis, which must be orally defended. Staff

GERMAN

Professors: Thomas Huber, Van Horn Vail (at Middlebury in Mainz); *Associate Professor:* Michael Geisler (chair); *Assistant Professor:* Roman Graf; *Lecturer:* Constance Kenna (on leave academic year)

The Middlebury German major provides students with a thorough background in the language and culture of the German-speaking countries. The integration of the Middlebury program in Germany with the curriculum of the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to take eight courses

above the 200 level, including at least two courses on the 400 or 500 level during their senior year. These must include a senior seminar or project, or honors work. At the beginning of each term, a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting on or above the 200 level. At least three of those courses must be on the 300 level. First-year students who place above the 200 level in the placement test must take at least one 400-level course as part of their minor. One course may be satisfied through Advanced Placement credit in combination with a departmental placement test. Students who receive Advanced Placement credit start their minor on the 300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

Middlebury in Germany

The Middlebury School in Germany is located in Mainz, state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today, Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasnacht*, celebrated each year in mid-February, is famous throughout Germany for its colorful parades.

The Middlebury School in Germany is open to all qualified students, German

majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year*. Prospective participants in the Mainz program must have completed *at least two courses beyond the 200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

Since Middlebury is directly affiliated with Mainz University, a broad range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their adviser, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German, or toward another major. Final determination of which courses may be counted toward the German major will be made by the department chair in consultation with the director of studies in Mainz.

The following courses were among those offered by various departments at Mainz during the *Sommersemester* 1994. While the German department cannot guarantee that each of these courses will be available to Middlebury students on a regular basis, they serve as representative examples of the kinds of offerings students may expect:

Lecture Courses:

History of the German Novel
German Phonetics
The 1920s: Literature, Art, Music
German History 1815-1870/71
The Democratic Legitimation of Political Systems
German Unification and International Politics

GERMAN

Proseminars:

Introduction to Literary Studies
"Talking Heads" and "Egg Heads": A

Literary History of Intellectuals
Women in Nazi Cinema
German Cultural Studies
The Political System of Germany
Economy and Society

GN 101 Beginning German Fall

Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet six times a week. Students take continuing German as their winter term course.

Mr. Graf, Staff

LNG

GN 102 Beginning German Spring

Continuation of GN 101. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Six class meetings per week. (GN 101 plus winter term continuing German 101 or equivalent)

Mr. Graf, Staff

LNG

[GN 104 Elementary German: Structural Approach]

LNG

[GN 105 Elementary German: Structural Approach]

LNG

GN 201 Intermediate German Fall

The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and

interpretation of literary as well as nonliterary texts.

Mr. Geisler, Mr. Huber

LNG

GN 202 Advanced German Spring

The course format is the same as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Mr. Geisler, Mr. Huber

LNG

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

GN 303 Advanced Writing Workshop

Fall

With its emphasis on grammatical structures this course is designed to develop students' writing skills, bridging the 200-level courses and the advanced 300 and 400 levels. From initial sentences and short paragraphs to a final term paper the course tries to assist individual students with their specific problems with German compositions. In addition to frequent written assignments, students also read excerpts from several German papers and magazines in order to familiarize themselves with a variety of narrative styles.

Mr. Graf

LNG

[GN 305 The German Novelle I]

LNG LIT

[GN 306 The German Novelle II]

LNG LIT

[GN 307 The German Novelle III]

LNG LIT

[GN 310 German in Its Cultural Contexts]

LNG EUR

[GN 311 German Culture since World War II]

LNG EUR

[GN 312 German Mass Media]

LNG EUR

**[GN 313 How Grim Are the
Grimm Brothers?
Rereading Fairy Tales]**

LNG LIT EUR

[GN/TH 314 German Cinema]
ART EUR

**[GN 321 Business German and
German Business]**

LNG EUR

GN 330 Rethinking Literature

Spring

This course focuses on the "literary" as a force within cultural discourse. A thorough understanding of literary periods and genres serves as the background for a critical investigation of modern theoretical approaches to literary texts. Discussing major works of German literature, students explore the notion of "literariness" in its various cultural contexts.

Mr. Graf

LNG LIT EUR

**GN 401 Emergence of German as a
Literary Language**

Fall

From late Baroque through Sturm und Drang. In addition to reading and discussing selected literary works (selections from Grimmelshausen's *Simplizissimus*, Lessing's *Minna von Barnhelm*, and Lenz's *Die Soldaten*) as works interesting in themselves, students will study these works as a background for the age of Goethe and Schiller. Contrasting materials from other writers of the period, e.g., young Goethe and Schiller, will build a mosaic of aspects of German Enlightenment. (GN 202 or equivalent)

LNG LIT

Mr. Huber

**GN 402 The Establishment of
German as a Literary
Language**

Spring

This course will build on GN 401, but may be taken independently of it. A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career, and several plays, including *Faust*

I. Some of Schiller's poems, essays, and plays will be used to counterpoint Goethe's intellectual and artistic development. (GN 202 or equivalent)

Mr. Huber

LNG LIT

[GN 403 From Weimar to Hitler]

**[GN 404 The Battle of the Sexes:
Gender in Men's and
Women's Writings]**

LNG LIT EUR

[GN 406 Romanticism]

**[GN 415 "Heimat" and German
Identity]**

LNG LIT EUR

**GN 420 "America" in the German
Imagination**

Spring

This course looks at "America" as the great imaginary Other of German culture. Discussions focus on the way America was functionalized as a shifting metaphor by diverse political and cultural factions from Weimar modernism to the racist connotations inscribed by the Nazis, the Americanization of (West) German culture after World War II, and the anti-Americanism of the sixties and seventies. Traces the impact of the American Dream on the German collective imaginary as documented in literature and drama (Brecht, Johnson), reportage, travelogue, and essay (Kisch, Enzensberger), and, above all, popular literature (Karl May's German "westerns"), film, and media (Wenders, Adlon).

LNG EUR

Mr. Geisler

[GN 422 Post-World War II Drama]

**[GN 431 Berlin: Culture and
Literature]**

**[GN 480 Creating Interactive Text
in German]**

GN 500 Independent Study

GN 650 Translation Workshop

Winter

Students will work on technical and nontechnical texts, ranging from simple

HISTORY

instructional materials to sections of contemporary novels, both from German to English and vice versa. There will be daily written assignments, some of which will form the basis for class discussions. The course will meet daily during winter term. (Completion of GN 202 and one higher-level course; familiarity with basic word processing)

Mr. Huber

LNG

GN 800 Honors Project

HISTORY

Professors: Travis Jacobs (on leave academic year), Marjorie Lamberti (chair), David Macey, John McCardell (president), John Spencer (winter and spring), Neil Waters; *Associate Professors:* Barbara Bellows, Paul Monod (on leave academic year), Don Wyatt (vice president for undergraduate affairs and dean of the College); *Assistant Professors:* Darien Davis, Cassandra Potts, James Ralph, Regina Sweeney; *Visiting Instructor:* William Hart

The department of history seeks to teach students to think and express themselves clearly, both orally and in writing, and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors go on to attend professional schools, especially in law, business, journalism, and international relations; several majors each year receive either an elementary or a secondary school teaching certificate while at Middlebury.

The department offers broad geographic coverage, including courses in African, East Asian, Latin American, Middle Eastern, and Russian history, as well as courses in American and early and modern European history.

The history major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require a common core of knowledge that students are expected to have before they graduate; it does believe, how-

ever, that a knowledge of different areas is necessary.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one course in each of the following four groups: (a) HI 103, HI 104, or HI 105; (b) HI 203; (c) a course in European history (which may include Russia/Soviet), but not HI 103, HI 104, or HI 105; (d) a course in the history of Asia, Africa, Latin America, the Middle East, or Russia/Soviet (the same Russia/Soviet course may not count for both requirements c and d); (2) at least two courses from the period before 1800; (3) a reading seminar and a research seminar; (4) a two-semester senior thesis. Winter term senior thesis study will be counted, and one other winter term history course may be counted toward the number of courses necessary for a major in history. With the permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history. An Advanced Placement (AP) grade of 4 or 5 in history may substitute for one course credit of the required total for a major or joint major in history beginning with the Class of 1997. An AP grade of 4 or 5 in American history can substitute for HI 203 and HI 204. If a student with an AP grade of 4 or 5 wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of 4 or 5 in European history can substitute for HI 104, not HI 103 or HI 105.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Joint Major: A student who is a joint major in history and another department must offer a total of at least eight courses in history chosen in consultation with a faculty adviser. Cognates are not allowed. A student must offer at least one course in two of the five subfields, and one course must cover the period before 1800. Ulti-

mately, the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take a reading and a research seminar, and must write a two-term thesis combining the skills of both major disciplines. The department believes that, in many cases, the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

International Major: At least four courses, including the Research Seminar (HI 420-430), on the country of study; four courses in history at a Middlebury School Abroad or an approved equivalent; a two-semester thesis (in English), plus an advanced course in the language department. Minimum of 10 courses. Beginning with the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in history should consult Professor Clara Yu, the international major adviser.

Minors in History: I. *European History* (five courses): (1) HI 103, HI 104, or HI 105; (2) three of the following: HI 242, HI 243, HI 244, HI 245, HI 246, HI 247, HI 248, HI 340, HI 349, HI 350, HI 353, HI 354; and (3) one reading seminar in European history: HI 401, HI 402, HI 403, HI 413, or HI 415. II. *American History* (five courses): (1) HI 203; (2) three of the following: HI 204, HI 362, HI 363, HI 364, HI 366, HI 367, HI 368, HI 371, and HI 373; and (3) one reading seminar: HI 405, HI 406, or HI 407. III. *Non-Western*—(A) *Latin American History* (four courses): (1) HI 285 and HI 286; (2) one of the following: HI 103, HI 104, HI 105, HI 243, HI 244, or HI 245; (3) HI 410. (B) *Asian History* (five courses): (1) HI 211 and HI 212; (2) two of the following: HI 331, HI 332, HI 333, HI 334, HI 335, and HI 336; (3) HI 409 or HI 418.

Honors: A student must have at least a 3.2 average in history department courses; have an oral examination on the senior thesis, HI 700; and receive at least a grade of B+ on the thesis.

HI 100-399 Lecture Courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401-419 Reading Courses

Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year.)

HI 420-430 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission.

HI 700 Senior Independent Study

All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the department.

HI 705 Teaching Assistantship

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor and department chair is required.

HISTORY

LECTURE COURSES

HI 103 The Making of Europe Fall

This course covers the history of western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in 1648 A.D. by focusing on problems of authority within European society. Questions to be explored include: Where should authority lie within the state? What is the relationship between power and law? How should we reconcile the will of the ruler or state with individual conscience? While examining these questions from the Roman Empire to early modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors) Ms. Potts

HIS SOC EUR

[HI 104 States and Revolutions]

HIS SOC EUR

[HI 105 The Powers of Kings: Society, Religion, and Government in Western Europe, 800-1660]

HIS SOC EUR

HI/CL 131 History of Classical Greece Fall

See classics listings for description.

HIS LIT EUR

[HI/CL 132 History of Rome]

HIS LIT EUR

HI 203 United States History: 1492-1861 (CW) Fall

A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history *may take* HI 203 for credit. Up to 10 students may use the course to satisfy the College writing requirement. Mr. Hart, Staff

HIS SOC USA

HI 204 United States History: 1861-1960 (CW) Spring

An overview of the revolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and

its impact upon politics, economics, and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Limited places available for students to satisfy the College writing requirement. Students with AP credit in American history *may not take* HI 204 for credit. Ms. Bellows, Staff

HIS SOC USA

HI 211 Early East Asia (CW) Fall

This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. Limited places available for students to satisfy the College writing requirement.

HIS SOC OTH

Mr. Waters

HI 212 Modern East Asia (CW)

Spring

This course examines the East Asian region from approximately 1650 to the present. Students may take this course without taking HI 211, but those who do so must be willing to do some extra reading early in the semester. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Limited places available for students to satisfy the College writing requirement. Staff

HIS SOC OTH

HI 226 Modern Africa (CW)

Spring

Beginning with the European powers' scramble for African territory in the last quarter of the nineteenth century, this course analyzes the evolution and behavior of nation-states in sub-Saharan Africa, with particular emphasis on the post-1960 years

of independence. Limited places available for students to satisfy the College writing requirement.
Mr. Spencer

HIS SOC OTH

[HI 237 Classical Islamic History]
PHL HIS OTH

[HI 238 Modern Middle East History]

Next offered in 1996-97

HIS SOC OTH

HI 242 Europe in the High Middle Ages Spring

This course covers the development and expansion of western European civilization from approximately 1050 to 1300. This period witnessed the rise of towns, commerce, universities, and cathedrals, as well as important developments in the areas of politics, philosophy, and Western culture. Together, these achievements represent a fundamental shift in western Europe from an impoverished, besieged society to a dynamic civilization that established the institutions and assumptions on which the modern West is based. The goal of this class is to view these achievements of medieval Europe in their own context, with appreciation of the methodological problems presented by medieval sources.

HIS SOC EUR

Ms. Potts

[HI 243 Europe in the Renaissance and Reformation]

HIS SOC EUR

[HI 244 Society and Culture in Early Modern Europe, 1555-1789]

HIS SOC EUR

HI 245 History of Modern Europe: 1800-1900 (CW) Fall

This course will trace several complex threads across the nineteenth century, a period that saw enormous changes in economic structures, political practices, and the experience of daily life. We will look specifically at the construction of nation-states, the industrial revolution and its effects on the lives of the different social classes, the shift from rural to urban life, and the rise

of mass culture and its political forms. Taking a cultural perspective, we will consider, for example, the language of working-class politics, the painting of modern urban life, and imperialism in popular culture. Limited places available for students to satisfy the College writing requirement.

HIS SOC EUR

Ms. Sweeney

HI 246 History of Modern Europe: 1900-1989 Spring

Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the twentieth century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the post-war era. This century has seen a series of radically new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including decolonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependence.

Ms. Sweeney

HIS SOC EUR

[HI 247 Traditional Russia (CW)]
HIS SOC OTH

HI 248 The Russian Revolution and the Soviet Regime Spring

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize.

Mr. Macey

HIS SOC OTH

HISTORY

HI 285 Colonial Latin America (CW)

Fall

We will examine the formation of Latin American societies from the fifteenth to the nineteenth centuries, with emphasis on four major phases: indigenous, European and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the nineteenth century. While historical examples will be drawn from all over Latin America, this class will focus on Portuguese and Spanish America. Limited places available for students to satisfy the College writing requirement. If there is sufficient interest, a section of this course will be taught in Spanish.

Mr. Davis

HIS SOC OTH

HI 286 Modern Latin America

Spring

This survey will trace the philosophical, economic, political, and cultural developments of Latin America from independence to the present day. Particular emphasis will be placed on the formation of nation-states; issues of development, including agricultural production and industrialization; national and cultural symbols; and social relations within Latin American societies. The aim of the course is to provide a broad background of the five major geographical areas of modern Latin America, which include Mexico, Central America and the Caribbean Basin, Brazil, the Andes, and the Southern Cone. If there is sufficient interest, a section of this course will be taught in Spanish.

Mr. Davis

HIS SOC OTH

HI 331 Imperial China

Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes—such as dynastic succession and bureaucratic centralization—that were key constituents in

shaping China's traditional period of development.

Staff

HIS OTH

HI 332 Modern China

Spring

The history of China from the mid-nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation-state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China.

HIS OTH

Staff

HI 333 History of Chinese Philosophy

Fall

A survey of the dominant intellectual trends in China from the establishment of the earliest orientations to the competing schools of the fifth century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and legalism) will be stressed. Individuals will be scrutinized with specific reference to their historical contexts; their ideas will be discussed with specific reference to their historical implications.

Mr. Wyatt

PHL HIS OTH

[HI 334 The Rulers of China]

HIS OTH

HI 335 The History of Pre-Modern Japan

Fall

A study of the cultural, literary, and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy, and other concepts and processes that set Japan apart from other nations. Mr. Waters

HIS OTH

HI 336 The History of Modern Japan

Spring

The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics in-

clude the transmutation of *bushido* (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. Readings will include selections from modern Japanese literature.

Mr. Waters

HIS OTH

HI/CL 338 Problems in Ancient History: Roman Law
Spring

See classics listings for description.

LIT HIS

[HI 339 History of Southern Africa]

HIS OTH

[HI 341 Europe in the Early Middle Ages]

HIS EUR

HI 349 History of Germany from 1648 to the Twentieth Century Fall

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the seventeenth and eighteenth centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War.

HIS EUR

Ms. Lamberti

[HI 350 The Jews in Modern Europe, 1760-1939]

HIS PHL EUR

[HI 353 British History: 1603-1815]
HIS EUR

[HI 354 British History: 1815-1979]
HIS EUR

[HI 362 Revolutionary America: 1763-1800]

HIS USA

HI 363 Jefferson and Jackson Fall
1800-1848

This course covers the period when America defined itself as a nation. It fought the "Second War for Independence" in 1812 and asserted its "manifest destiny" in 1848 with the Mexican War. Americans confronted the issues unresolved by the Constitution, such as slavery, the status of Native Americans, and states rights; at the same time they faced the new challenges of an economy in transition, the rise of democratic politics, and changes in the roles of women.

Ms. Bellows

HIS USA

[HI 364 Civil War and Reconstruction: 1845-1890]

HIS USA

HI 366 Progressivism, War, and Prosperity: America, 1890-1929 Spring

An examination of the rise of modern America. This course will explore in detail the complex nature of Progressive reform, the impact of World War I on American society, and the effect of 1920s prosperity on American life.

Mr. Ralph

HIS USA

[HI 367 Twentieth-Century America, 1925-1955]

Next offered in 1996-97

HIS USA

[HI 368 Twentieth-Century America, 1955-1990]

Next offered in 1996-97

HIS USA

HI 371 African-American History Spring

This course will explore the history of the African-American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for

HISTORY

equality. Special attention will be given to placing the African-American story within the context of the developing American nation, its institutions, and its culture.

HIS USA

Mr. Hart

[HI 373 History of American Women]

HIS USA

READING COURSES

[HI 401 Readings in Modern European History: The Working Class in Western Europe, 1780-1914]

HI 402 Readings in European History: Society and the Sexes Spring

This seminar will investigate three separate but interrelated threads—the history of sexuality, the history of the body, and the construction of gender—in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life experiences of men and women. We will also consider the relationship between sexual norms or deviance and political practices and ideologies. Readings will include secondary and primary sources such as medical opinions, diaries, legal texts, novels, and political debates.

Ms. Sweeney

[HI 403 Readings in Modern European History]

HI 404 Readings in Russian and Soviet History: Stalin and Stalinism Fall

Stalin and Stalinism have had a tremendous influence in shaping the former Soviet Union as we know it today, and while Russia has formally rejected the Stalinist system, its influences continue to be felt. Utilizing a combination of biographical and analytical readings, as well as original memoirs, this course will focus on the man and the myth and their influence on various aspects of the Soviet polity, economy, society, and culture.

Mr. Macey

HI 405 Readings in American History: Protest Movements Fall

This seminar explores the protest impulse in American history. Emphasis will be placed on evaluating different approaches to the study of collective action; understanding the social, political, and cultural contexts from which protest movements developed; and uncovering what protest movements reveal about the nature of American society and politics. Mr. Ralph

HI 406 Readings in American History: The Meanings of the Civil War Spring

The Civil War has attracted more scholarly and popular attention than any other aspect of the American past, yet no consensus exists about its historical significance. Indeed, historians have created their own “dark and bloody battleground” with impassioned debates about the meaning of this war. In this seminar students will probe the reasons for the enduring memory of the Civil War, the negative reputation of Reconstruction, and the impact of the conflict upon the nation, and they will explore various interpretations as expressed in historical texts, film, and literature. (Not open to students who have received credit for HI 364)

Ms. Bellows

HI 407 Readings in American History: Cultures in Contact Fall

The course will examine the dimensions of cultural contact among Native Americans, Europeans, African Americans, and Euro Americans in the eastern half of the United States, from early encounters at Roanoke to Cherokee removal to Oklahoma. Themes of investigation include encounter vs. invasion; Indian depopulation by men, microbes, and munitions; religious conversion; cultural persistence, change, and revitalization; slavery by and of Indians; and the changeable image of the Indian.

Mr. Hart

HI 408 Readings in African History Spring

A study of colonialism/imperialism in sub-Saharan Africa based on novels and as-

sociated readings, with an emphasis on oral presentations. Authors will be chosen from Chinua Achebe, Ayi Kwei Armah, Mongo Beti, Joyce Cary, J.M. Coetzee, Joseph Conrad, Isak Dinesen, Nadine Gordimer, Graham Greene, Cheikh Hamadou Kane, Alex LaGuman, Doris Lessing, Sembene Ousman, Ferdinand Oyono, Wole Soyinka, and Ngugi wa Thiongo. Mr. Spencer

HI 409 Readings in Chinese History Fall
See supplement for course description.
Staff

HI 410 Readings in Latin American History: Latin American Intellectual History Spring

What is Latin America? Who are its people? This course will discuss the philosophical, political, economic, and social ramifications of these questions and the debates they engender. We will look at how Latin American intellectuals have attempted to forge nationhood and community since their independence from their European powers in the nineteenth century. Students will be encouraged to engage in the discussion of three broad Latin American themes: (1) national consciousness and identity, (2) race relations, and (3) anti-Americanism, as they relate to Brazil, the Caribbean Basin, Mexico, and Spanish South America in the nineteenth and twentieth centuries. Mr. Davis

HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy Spring

The class will study the rise of the Nazi and fascist movements in relation to the social and political situations in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did

their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and anti-modern? Ms. Lamberti

HI 415 Readings in Medieval History: The Vikings Fall

From the rivers of Russia to the shores of America, Viking adventurers from Scandinavia raided, traded, and established colonies during the ninth, tenth, and eleventh centuries. The seminar focuses on the achievements of the Vikings, examining their activities in France, England, Russia, and the North Atlantic. Readings will include a variety of original sources with an emphasis on archaeological evidence. Ms. Potts

[HI 417 Readings in Middle Eastern History]

HI 418 Readings in Asian History: The United States and Japan—The Peculiar Relationship Spring

Since Commodore Perry's arrival in 1853, Japan and the United States have been unable to see each other objectively, and each country has gone through alternating cycles of admiration and detestation in its view of the other. Through readings and discussions, participants in the course will try to understand the historical development of what former Ambassador Mike Mansfield terms, with pardonable bias, "the most important bilateral relationship in the world, bar none." Because the course includes both reading and research components, it can count, when applicable, as either a research or a readings seminar; choice is made by the student. Mr. Waters

[HI 419 Readings in Asian History: Pearl Harbor and Hiroshima]

RESEARCH SEMINARS

HI 421 Writing and Research, European History Fall, Spring

Students enrolled in this course, which emphasizes the acquisition of research and

INDEPENDENT SCHOLAR PROGRAM

writing skills, will be able to select topics from within the social, economic, political, and intellectual history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). Ms. Lamberti

HI 422 Writing and Research in American History **Fall, Spring**

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. (Permission necessary to take seminar in fall) Staff

[HI 424 Writing and Research in Non-Western History]

HI 426 Writing and Research, China **Spring**

This seminar is designed to familiarize the student with the fundamental approaches to and methods for the study of China from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructor, with the goal of enhancing basic analytical and compositional skills. Course readings will be of an interdisciplinary as well as historical nature. Since methods and materials will be drawn from Chinese as well as English-language sources, some training in the foreign language is encouraged but not required. Staff

HI 428 Writing and Research in Latin American History **Fall**

This seminar will allow students to investigate selected Latin American issues, as well as pursue their personal interests in some aspect of Latin American history from the colonial or modern periods. Special attention will be placed on research methodology, historiography, and an evaluation of primary sources in English and, when-

ever possible, in French, Spanish, and Portuguese. Although there is no language requirement, papers may be written in Spanish, English, or Portuguese. Topics will be chosen after careful consultation with the professor. Mr. Davis

[HI 430 Writing and Research, Medieval and Early Modern Europe]

HI 500 Special Research Projects **Fall, Spring**

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission) Staff

HI 700 Senior Independent Study **Fall, Winter, Spring**

HI 705 Teaching Assistantship **Fall, Spring** (Permission)

INDEPENDENT SCHOLAR PROGRAM

The independent scholar program is designed to meet the needs of outstanding students with clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program.

The IS 800 thesis is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible IS 800 projects. Students are able, however, to change the topic of their IS 800 project in order to respond to new interests and information learned during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. Considerable flexibility exists in the choice of thesis projects. For

INTERNATIONAL MAJOR

example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: Independent scholars must meet minimum G. P. A. requirements in order to be eligible for honors. Honors will be determined on the basis of course grades and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: Highest Honors: A+; High Honors: A or A-; Honors: B+.

INTERDEPARTMENTAL COURSES

ID 386 Articulation of Queer Voices Fall

We shall look at how sexual orientation, queer, is constructed as a central trait to distinguish people: the development of queer in the tenth and eleventh centuries and again from the seventeenth to the twentieth centuries in Europe and the Americas as markets and urban cultures grew; cognitive psychology's literary, lesbian/gay, feminist, and African-American studies' insights on how queer codes are amplified; why distinct traits get linked to pejorative connotations of sexuality. Literature and graphic art will make queerness tangible for both straight and lesbian/gay/bi students. (Prerequisites: Maturity and previous study of cultural differences in some field)

SOC USA Mr. Cornwall

INTERNATIONAL MAJOR

Adviser: Clara Yu (vice president for languages)

Middlebury's international major allows students to combine the study of a language with another discipline in the humanities or social sciences, linking both with an appropriate experience abroad. Beginning

with the summer of 1995, the structure of the major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education.

INTERNATIONAL POLITICS AND ECONOMICS

Director: Russell J. Leng (professor of political science)

The international politics and economics (IPE) major offers an interdisciplinary approach to the study of international affairs. The major includes extensive course work in economics and political science with an emphasis on international issues, and a year of overseas study in a foreign language (in some cases one term is permitted).

Requirements for the Major: Students electing the IPE major will select a major and a minor track and will be advised by a faculty member in the major track department. The core requirements involve a minimum of seven courses in the major track and four courses in the minor track. In addition to the core requirements, IPE majors are encouraged to enroll in the IPE Senior Seminar during the winter term of their senior year. Courses preceded by an asterisk must be taken at Middlebury. Others may be satisfied during the year or term spent abroad.

A. Political Science Major Track

1. Seven required political science courses

- PS 101 Introduction to Political Science
or
- PS 107 Politics and the Studies of Politics
plus
- *PS 103 Introduction to Comparative Politics
and
- *PS 201 International Politics

INTERNATIONAL POLITICS AND ECONOMICS

Three political science electives in comparative politics or international relations

One *400-level seminar in comparative politics or international politics

2. *Four required economics courses*

EC 150 Macroeconomics

EC 155 Microeconomics

*EC 350 Macroeconomic Theory
or

*EC 355 Microeconomic Theory

*One 400-level seminar in international or development economics

One course in statistics strongly recommended

B. Economics Major Track

1. *Seven required economics courses*

EC 150 Macroeconomics

EC 155 Microeconomics

*EC 210 Economic Statistics
and two courses from

*EC 211 Introduction to
Regression Analysis

*EC 350 Macroeconomic Theory

*EC 355 Microeconomic Theory

Two electives in either international or development economics, at least one of which must be a *400-level seminar chosen from a list to be supplied by the economics department

2. *Four required political science courses*

*PS 103 Introduction to Comparative
Politics

*PS 201 International Politics

Two electives in comparative politics or in international relations, one of which must be a *400-level seminar

C. Year or Term of Study Abroad

This requirement normally will be completed at one of the Middlebury Schools Abroad or in the approved Chinese or Japanese programs. Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad.

International Students: The requirement to spend a term or year abroad may be waived for international students. Those

international students who are in the process of learning English as a foreign language while at Middlebury also may be excused, by their advisers, from the requirement to develop competence in a second foreign language. Those students who are excused from taking a second foreign language must complete an additional set of four courses relating either to a particular region of the world or to a global issue. The set of courses must be chosen in consultation with the student's adviser and must be approved by the director of the IPE program.

D. Senior Program

All majors must complete a 400-level economics seminar in international or development economics and a 400-level political science seminar in comparative politics or international politics. Seminars jointly taught by political science and economics faculty qualify as seminars in the student's minor track. An interdisciplinary IPE winter term seminar is optional but encouraged. Students should consult their advisers to insure that they are taking seminars in the proper fields. Majors are expected to use their foreign language competence in their seminar research.

Honors: Eligibility for honors requires at least a B average in political science and economics courses. Honors candidates must present their proposals for approval during the fall term. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for the winter and spring terms. After an oral examination, honors are conferred or denied on the basis of the grade achieved on the thesis, the oral defense, and the student's average grade in Middlebury courses in economics and political science. To be awarded honors, a student must achieve a minimum grade of B+ on the thesis and have a mean grade of 3.0 or better in Middlebury political science and economics courses. Students who seek honors may substitute their thesis work for the required seminar in their minor track.

ITALIAN

Professor: Ugo Skubikowski (section chair);
Associate Professor: Patricia Zupan; *Visiting Lecturer:* Sandra Carletti

Our program offers students the opportunity to achieve high competence in written and spoken Italian, and to use this competence to achieve intellectual understanding of Italian culture and literature and of a wider variety of disciplines. Our academic year program tends to emphasize the study of literature and culture in the context of language acquisition. The two other integral components of our program, the summer Italian School and the Junior Year Abroad Program, together afford the additional possibility of studying film, history, art history, political science, economics, and other selected disciplines. Students may also elect to remain on campus their junior year, taking 300-level literature courses, which parallel those offered in Florence at the School in Italy (Sede).

Senior work credit is obtained through 400-level courses. Students seeking honors may elect to do a thesis or a comprehensive exam. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

Major Programs

Full or Double Major: Both of these majors require a total of not fewer than 11 units beyond IT 101-103, including senior work credits. All full and double majors are normally expected to spend a full year at the School in Italy. Year-long participants at the School in Italy can transfer seven of nine credits taken there toward the major. All full and double majors in residence in Florence for the full year are expected to enroll for at least one elective course at the University of Florence.

Senior Work: (1) Two 400-level seminars; (2) seminar paper in each.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 101-103. All joint majors are normally expected to spend at least a semester at the School in Italy, either in the fall or the spring. Semester-long participants at the School in Italy can transfer

three of four fall credits or four of five spring credits toward the major.

Senior Work: (1) One 400-level seminar; (2) IT 650, Joint Major Project (see description below).

Honors: Thesis or comprehensive exam. Please consult the Italian section chair for further information.

Minor in Italian

The Italian minor consists of six courses: 1. IT 251 (Intermediate Italian), 2. IT 252 (Advanced Italian), 3. IT 354 (Epoche I), 4. IT 355 (Epoche II), 5. and 6. Two courses at the 300-level or above.

Students entering the program with a standing beyond the IT 252 level will be required to take at least one 400-level seminar as a part of the Italian minor. All courses at the 300 level can be completed during the academic year at Middlebury, at the Italian School, or at the School in Italy.

Requirements for Junior Year/ Semester Abroad

Most of our students come with no prior knowledge of Italian and wish to study at the School in Italy to complete a full, double, or joint major, or they wish to complete the minor through courses taken in Italy. Given the fact that we prepare most students with virtually no knowledge of the language to do a significant part of their undergraduate degree work in Italian, we are vigilant about the quality of their spoken and written Italian before they attend the School in Italy.

No matter what academic specialization students choose, there are three basic requirements for participation in the Florence program: (1) an overall academic average of B-; (2) a minimum of the equivalent of five full semesters in Italian with an average of B; (3) continuous study of Italian up to the semester of departure. Despite fulfillment of any or all of these requirements, the final decision to accept students or to set conditions on acceptance rests with the chair of the Italian section. The proficiency requirement for participation can be completed in two ways: over two academic years (IT 101, IT 102, IT 103, IT 251, and IT 252), or in 12 months (IT 101, IT 102, IT 103, and summer Italian School).

ITALIAN

For those electing to do the requirement over two academic years, we will waive the fifth semester, normally taken at the summer Italian School, if students complete IT 252 with a grade of B+. Otherwise, we require they complete the summer immersion program here in Vermont, in IT 261, IT 262, and IT 263 or Level III, with a minimum grade of B.

Those electing the 12-month format will attend the summer immersion program at Level II (IT 261, IT 262, IT 263) or Level III, preceding a semester's or year's participation in the School in Italy.

Because of the demanding and intensive nature of our summer immersion program and the difficulty of finding equivalent programs in the United States and Italy, we discourage alternative summer programs preparatory to participation in the School in Italy. The final decision to waive participation in the Italian School rests with the chair of the Italian section of the department.

Middlebury College School in Italy

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at the Sede only.

The following is a list of courses that will be offered to juniors in 1995-96 at the School in Italy:

Fall

Advanced Language Practice I
Introduction to Italian Cinema
Aspects of Nineteenth- and Twentieth-Century Italian Literature
Art in Florence in the Fourteenth and Fifteenth Centuries
Contemporary Italian History

Spring

Advanced Language Practice II
Themes and Genres of Italian Cinema
Survey of Medieval and Early Renaissance Italian Literature
Introduction to High Renaissance and Mannerism
The Political System and Social Classes in Contemporary Italy

Along with courses at the Sede open to term students, the School in Italy offers to full-year juniors the opportunity to enroll for a least one elective course at the University of Florence. Full-year students will be expected to enroll in this elective course. Listed below are some courses in which full-year juniors were enrolled in 1994-95:

History of the Italian Language
International Economics
History of Contemporary Italy
Art History of the Medieval and Modern Period

IT 101 Intensive Beginning Italian **Fall**

An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill will be stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table.

LNG Mr. Skubikowski, Staff

IT 102 Intensive Beginning Italian **Winter**

A continuation of IT 101, required for enrolling in IT 103. Staff

LNG

IT 103 Intensive Beginning Italian **Spring**

Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (IT 101 or equivalent, IT 102) Mr. Skubikowski, Staff

LNG

IT 251 Intermediate Italian: An Introduction to Contemporary Italy **Fall**

Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is a variety of issues in contemporary Italian culture, ranging from attitudes towards soccer, the place of food in Italian culture, contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience.

LNG Mr. Skubikowski, Staff

IT 252 Advanced Italian: Readings in Contemporary Prose **Spring**

Readings in modern and contemporary literature, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include selected works on contemporary writers chosen to introduce the genres, themes, and terms of literature. (IT 251 or equivalent)

Ms. Carletti

LNG LIT

[IT 290 Dante (in English)]
LIT EUR

[IT 292 Contemporary Italian Women Writers in Translation]

LIT

[IT 294 Modern and Contemporary Italian Literature in Translation]

LIT

[IT 295 Voices and Visions of Italian Americans]

LIT ART USA

[IT 298 Italian Cinema and Culture]

ART EUR

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno **Fall**

This course acquaints students with the major nineteenth- and twentieth-century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian.

Ms. Carletti

LNG LIT EUR

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento **Spring**

Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli.

LIT LNG EUR

Staff

IT 459 Modern Italian Literature and Culture **Fall**

This course will consider the works of Italian twentieth-century novelists and will explore the authors' narrative techniques within a larger discussion of the social context that their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. Readings will include novels, short stories, and essays by Natalia Ginzburg, Cesare Pavese, Elsa Morante, Alberto Moravia, Anna Banti, Alba De Cespedes, and others.

Ms. Carletti

IT 490 Dante in Italian **Spring**

After an introduction to the Middle Ages we will examine examples of Provençal courtly love poetry. We will then consider Dante's poetic predecessors in Italy

JAPANESE

through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material.

Mr. Skubikowski

[IT 491 Seminar on Eighteenth-Century Italian Theatre]

[IT 492 Seminar on Italian Romanticism]

IT 550 Independent Study Fall, Spring

The Italian section will consider requests by qualified juniors and seniors to engage in independent work. Please contact the section chair as soon as possible in the fall to discuss fulfilling this option for the fall, winter, or spring semesters of the academic year. (By arrangement with Italian faculty)

Staff

IT 650 Joint Major Project Fall, Winter, Spring

Senior-level credit to be approved before students leave for the Junior Year Abroad or semester at the School in Italy. Students who wish to complete joint majors in Italian must propose to the section chair of Italian the general topic of IT 650 and demonstrate the support of an Italian faculty member and a faculty member of the other chosen discipline in writing by April 1 preceding enrollment in the School in Italy for the junior year. *Credit for IT 650 will not be granted without this preapproval by the section chair in Italian.* (By arrangement with Italian faculty and a faculty member of the second discipline)

Staff

IT 755 Senior Honors Spring

Honors in Italian can be achieved through writing a thesis or through taking a comprehensive exam. See Italian section chair for more information.

Staff

JAPANESE

Associate Professor: Nobuo Ogawa (chair);
Assistant Professors: Carole Cavanaugh (on leave academic year), David Stahl, Kyoko Takashi; *Visiting Instructor:* Kyoko Hayasaka Davis

The Japanese department offers training at four levels in modern Japanese (Tokyo common/standard speech). Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese department offers courses on Japanese literature in English translation. These literature courses are open to all interested students.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English-language courses on Japan in the various disciplines, as well as Japanese language training. Students are encouraged to accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese department chair before registration for the fall semester of the sophomore year.

Required for the Major: Satisfactory completion of JA 101, JA 102, JA 103, JA 201, JA 202, JA 301, JA 302, JA 401, JA 402, and at least three of the following: JA 216, JA 220, JA 226, JA 325, JA 350, JA 426, JA 475.

Senior Independent Work: Seniors are required to take either JA 600 (senior project or translation) or JA 700 (senior thesis). Only students with a demonstrated ability to conduct independent research will be eligible for JA 700. Consult department chair for details.

Minor in Japanese Department: Courses required for the minor in Japanese are four language courses—JA 201, JA 202, JA 301, JA 302—and two additional courses offered by the Japanese department in literature or culture.

Honors: Departmental honors will be awarded according to the grade point av-

erage of courses taken in the department, the Middlebury Japanese Summer School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with Honors. Students who have earned a grade of A for the senior project (JA 600) and who have a departmental grade point average of 3.5 will be awarded High Honors. Students with a departmental grade point average of 3.75 who have earned a grade of A on the senior thesis (JA 700) will be awarded Highest Honors.

JA 101 Beginning Japanese Fall

An introduction to the modern Japanese language aimed at acquisition of the four basic skills—speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Mr. Ogawa

LNG

JA 102 Beginning Japanese Winter

A continuation of the fall term. (JA 101 or equivalent) Mr. Ogawa

LNG

JA 103 Beginning Japanese Spring

A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JA 101, JA 102) Mr. Ogawa

LNG

JA 201 Intermediate Japanese Fall

The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding

of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 103 or equivalent)

LNG

Ms. Takashi

JA 202 Intermediate Japanese

Spring

Continuation of JA 201. (JA 201 or equivalent)

Ms. Takashi

LNG

JA 216 Traditional Japanese Literature in Translation Fall

A survey of the first thousand years of Japanese literature. Reading and discussion of origin myths, poetry, folk tales, diaries, fiction, and *Noh* plays. Attention will be given to the formation of the poetic tradition and its importance to other forms of Japanese literature. Works will be read and discussed in English. Mr. Stahl

LIT OTH

JA 220 Twentieth Century Japanese Fiction in Translation (CW)

Spring

Reading and discussion of major works of fiction by representative Japanese writers of the twentieth century. The works will generally be read in chronological order, with attention given to historical and social context. Limited places available for students to satisfy the College writing requirement. Mr. Stahl

LIT OTH

[JA 226 Japanese Fiction: Image and Idiom (in English)]

Next offered in 1996-97

LIT OTH

JA 301 Advanced Japanese Fall

The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent)

Mr. Ogawa

LITERARY STUDIES

JA 302 Advanced Japanese Spring
Continuation of JA 301. (JA 301 or
equivalent) Mr. Ogawa
LNG

JA 325 Japanese Language and
Culture Spring
Study of Japanese in Japanese culture.
The course explores linguistic characteris-
tics of Japanese and the way the language
functions in interpersonal communication.
(JA 103) Ms. Takashi
LNG OTH

[JA 350 Women's Writing in Japan:
Tenth to Twentieth Centu-
ries (in English)]
Next offered in 1996-97
LIT OTH

JA 401 Advanced Reading Fall
Training in: (1) reading specialized
materials, (2) newspaper reading, (3) use of
Japanese reference materials, and (4) trans-
lation technique. (JA 302 or equivalent)
Ms. Takashi, Mr. Stahl

JA 402 Advanced Reading Spring
Training in: (1) reading specialized
materials, (2) newspaper reading, (3) use of
Japanese reference materials, and (4) trans-
lation technique. (JA 302 or equivalent)
Ms. Takashi, Mr. Stahl

[JA 426 Critical Approaches to
Japanese Literature]

JA 475 Advanced Reading in
Japanese Studies Fall, Spring
Primarily for most advanced students
in Japanese. Student is to read materials of
a particular discipline and discuss them in
Japanese with the instructor. 3 hrs./week
(Permission only; may be repeated)
Mr. Ogawa

JA 600 Senior Project Winter

JA 700 Senior Thesis
Winter, Spring

PROGRAM IN LITERARY STUDIES

Director: John Bertolini

The program in literary studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables them to achieve a broad awareness of a variety of major Western literatures of different periods (in addition to the literature of China and, since 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each literary studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than 6 of these courses may be taken within a single department, and no more than 10 in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below—one generally historical, one generally theoretical in its orientation—as prerequisites for entry into the program, (b) one course at the 300 level in a foreign language (including Greek and Latin), and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to 12. These 12 authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer	Calderón	Lu Xùn
Aeschylus	Lope de Vega	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirso de	Cão Xuequin	Faulkner
Molina	Chikamatsu	Natsume
Murasaki		Soseki
Shikibu		

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Bertolini, director of the program.

Beyond the two courses required for entry into the program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature require-

ment, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners—where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of 30–40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than 10 in either

LITERARY STUDIES

division, no more than 6 in any one department). *Note:* Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses—one from each category—as currently offered:

Historical

CL 150	The Ancient Epic	Fall
CL 152	Greek Tragedy	Spring
[RE 110	Foundations of Western Religious Life and Thought]	
PS 101	Introduction to Political Science	Fall

Theoretical

[EL 112	Mythologies Timeless and Timely, Traditional and Contemporary]	
CS/LS 260	Introduction to Literary Theory and Criticism	Fall

(2) One course at the 300 level in a foreign language

(3) At least four literature courses, but no more than six, to be taken within a single department (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature): A one-hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected—where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to nonmajors if space is available)

(6) Senior Independent Reading Course in preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour *oral* examination in the

specialization they have selected. This examination represents the *first* part of the comprehensive requirements.

(7) Comprehensive examination (on works specified in primary and secondary lists), to be taken at the end of the winter term of senior year: As indicated, this five-hour *written* examination represents the *second* part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay—to be administered by two examiners, one from each division—will also be required.

The literary studies program is administered by John Bertolini, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the primary list for the comprehensive examination. Each of the participating departments has specified the names of three major authors of three different periods for inclusion on that list. In addition, the members of the Program Committee are responsible for approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the sixteenth century).

[LS/AL 300 The Historical Novel]

[LS 305 Franz Kafka]

[LS/EL 308 Seventeenth- and Eighteenth-Century English and European Drama (II)]

[LS/EL 310 Modern Drama (IV)]

[LS 320 Three Guilty Innocents]

LS/EL 340 Fate, the Unconscious Mind, and Choice Spring

Within the context of background reading in Sophocles's *Oedipus Rex*,

Aeschylus's *Oresteia*, Genesis, The Book of Job, Darwinian thought as articulated by Richard Dawkins in *The Blind Watchmaker*, and Freud's *Civilization and Its Discontents*, we will examine in detail Shakespeare's *Macbeth* and *Hamlet*; selected poems by Blake, Wordsworth, Hardy, and Yeats; and stories by Kafka and Joyce. The thematic purpose of the course is to explore the biological drives and unconscious forces that constitute human motivation in a deterministic way and limit the scope of the human will, and to ask whether, paradoxically, increasing our knowledge of these limits enlarges the range and potency of human freedom.

Mr. Pack

LIT EUR

**LS/CS 360 Junior-Senior Seminar:
Introduction to
Literary Theory and
Criticism Fall**

See Chinese listings for description.

**LS 500 Independent Reading
Course Fall**

Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice.

Mr. Bertolini

LS 700 Special Research Winter

Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations.

Mr. Bertolini

**LS/EL 705 Senior Colloquium in
Literary Studies Fall**

Intensive reading in major texts in European and non-European literary traditions, with particular emphasis on their significance as imaginative and artistic achievements, and on associative patterns that link these writings to one another. The works to be considered this semester are Homer, *The Odyssey*; Tolstoy, *War and Peace*; Dostoevsky, *The Brothers Karamazov*; Proust, *Swann's Way*; Mann, *The Magic Mountain*; Joyce, *Ulysses*. (Open to nonmajors with permission of the instructor) Mr. Donadio

LS 710 Senior Honors Essay

Spring

Mr. Bertolini

**MATHEMATICS AND
COMPUTER SCIENCE**

Professors: John Emerson, Robert Martin, Michael Olinick, Bruce Peterson (chair); *Associate Professors:* Priscilla Bremser, David Dorman, Peter Schumer; *Assistant Professors:* Stephen Abbott, Matthew Dickerson, William Peterson; *Lecturer:* Janine Clookey

The department of mathematics and computer science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not have a major or a minor in a field that requires these subjects

2. Those who need mathematics or computer science as an integral part of the chosen major or minor

3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications

MATHEMATICS AND COMPUTER SCIENCE

4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications

CX 103, MA 101, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science instead of in these courses. CX 103 is designed for students outside the natural sciences division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. In addition to this group of introductory courses, the department offers two distinct ways to learn topics normally encountered in the high school curriculum that are prerequisite to the study of calculus. The more traditional method involves taking a regularly offered winter term pre-calculus course designed to prepare students for MA 112 in the spring semester. In the second method, students take MA 111 in the fall semester followed by a special section of MA 112 in the spring semester. This two-semester sequence is an "extended calculus" course in the sense that the more traditional pre-calculus topics are integrated with calculus topics and studied as they are needed.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics.

Required for the Major in Mathematics: MA 113, MA 200, MA 201, MA 203, MA 302, and MA 401; CX 121; four MA electives at the 200 level or above; and MA 704 in the senior year. Beginning with the Class of 1996, the mathematics major requires

the "transition to higher mathematics" course, offered each winter term, by the end of the sophomore year.

Required for the Major in Computer Science: The computer science major requires 12 courses including a senior thesis. The following courses are required for all majors: CX 121, CX 122, CX 214, CX 223, CX 421, CX 423, and CX 704. In addition, students are required to take five electives. At least *two* must come from CX 341, CX 343, and CX 345. At least *two* must come from CX 204, CX 322, CX 326, CX 328, MA 318, and MA 324. The final elective may come from either of the previous groups or from MA 200, MA 302, and MA 403.

Honors Program: A student who wishes to be considered for departmental honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MA 112, MA 113 or MA 150, MA 200, MA 201, MA 203; one course from MA 302, MA 321, MA 401, and MA 411.

Required for the Minor in Computer Science: CX 121, CX 122, CX 214, CX 223; one course from CX 343, CX 341, CX 345; and one elective at the 200 level or above.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 122. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisers to use this course as one of the required electives.

Joint Majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The

MATHEMATICS AND COMPUTER SCIENCE

mathematics component of a joint major requires the following courses: MA 113, MA 200, MA 201, MA 203; one course from MA 302 and MA 401; one MA elective at the 200 level or higher; one MA elective at the 300 level or higher; MA 704. The computer science component of a joint major requires: CX 121, CX 122, CS 214, CX 223; one course from CX 421 and CX 423; one course from CX 341, CX 343, and CX 345; one course from CX 322, CX 326, and CX 328; and CX 704.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

[MA 101 Principles and Practice of Mathematics]

DED

[MA 105 Finite Mathematics: Probability, Matrices, and Programming]

DED

MA 106 Introduction to Statistical Science Spring

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. 3

hrs. lect., 1 hr. computer lab (MA 105, MA 112, or permission) Mr. W. Peterson
DED

MA 111 Extended Calculus Fall

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms, and exponential functions will be integrated into the course as the need arises. MA 111 begins in the fall and continues with a special section of MA 112 in the spring. (Permission)

Ms. Clookey

DED

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus. The differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates; the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, the course assumes no prior introduction to the topics listed.

DED

Staff

MA 113 Calculus II Fall, Spring

A continuation of MA 112, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission)

Staff

DED

[MA 127 Understanding Changing Systems]

DED

[MA 150 Calculus: A Theoretical Approach]

DED

MATHEMATICS AND COMPUTER SCIENCE

MA 200 Linear Algebra

Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimensions. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's rule. (MA 112 or permission)

DED

Mr. Abbott, Mr. Schumer

MA 201 Multivariable Calculus

Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission; MA 200 may be taken simultaneously)

Mr. Dorman, Ms. Bremser

DED

MA 203 Topics in Linear Algebra and Differential Equations

Spring

A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The spectral theorem, positive matrices, the Cayley-Hamilton theorem. Ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution. Applications.

Mr. Abbott

DED

[MA 205 Discrete Mathematics]

DED

[MA 220 Graph Theory and Combinatorics]

DED

[MA 227 Set Theory]

DED

[MA 228 Mathematical Logic]

DED

[MA 240 History of Mathematics]

Next offered in fall 1996

HIS

MA 302 Abstract Algebra

Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MA 200 or permission)

Ms. Bremser

DED

MA 310 Probability

Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, weak law of large numbers, and central limit theorem. Numerous applications.

Mr. W. Peterson

DED

MA 311 Statistics

Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearsons lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310)

Mr. W. Peterson

DED

[MA 315 Mathematical Models in the Social, Life, and Management Sciences]

Next offered in spring 1997

DED

[MA 318 Operations Research]

Next offered in fall 1996

DED

MATHEMATICS AND COMPUTER SCIENCE

MA 321 Elementary Number Theory Fall

Divisibility and primeness. Number congruences; the theorems of Lagrange, Fermat, and Euler; residue theory; quadratic reciprocity. Diophantine equations. The distribution of primes, density, and the prime number theorem. (MA 113)

DED

Mr. Schumer

MA 322 Topics in Advanced Number Theory Fall

Drawing on the tools gained in MA 321 this course will begin the study of advanced topics in number theory. Topics may include, but won't be limited to, the study of algebraic numbers and number fields, quadratic and cyclotomic extensions of the rational numbers, primary decomposition in number fields, the prime number theorem, Dirichlet's theorem on primes in arithmetic progressions, binary quadratic forms and Gauss's class number problem, p-adic analysis, and the Hasse-Minkowski principle. (MA 321 and MA 302 or permission)

Mr. Dorman

DED

[MA 324 Numerical Analysis]

DED

MA 401 Advanced Calculus Fall

An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MA 201 and MA 203) Mr. Olinick

MA 403 Abstract Algebra II Spring

A study of the theory of fields, algebraic extension, algebraically closed fields, finite fields, Galois theory, solvability of polynomial equations by radicals, classic constructibility problems. Other topics may include the classical groups, elementary algebraic number theory, or algebraic curve theory. (MA 302 or permission)

Ms. Bremser

MA 411 Elementary Topology Spring

An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, con-

tinuous functions and homeomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan curve theorem. Students are responsible for discovering and presenting proofs or counterexamples for all proposed theorems. (MA 201 or permission) Mr. Olinick

[MA 431 Complex Analysis]

Next offered in spring 1997

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study

Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission)

Staff

MA 704 Senior Seminar

Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years.

Staff

COMPUTER SCIENCE

CX 103 Introduction to Computers

Fall

An introduction to computers for those interested in acquiring elementary computer literacy. The course will cover topics such as function and organization of a computer, social issues in computing, and basic programming concepts. We will also look at some contemporary uses of computers in society. *Open to sophomores and first-year students. Juniors and seniors may take the course by permission only.*

Mr. Martin

DED

CX 121 Fundamentals of Computing I Fall, Spring

A breadth-based approach to the fundamental concepts and techniques of com-

MATHEMATICS AND COMPUTER SCIENCE

puter science, balancing mathematical foundations, topics in computer science, and structured programming in Pascal or Modula-2. The learning of mathematical concepts and techniques such as proof methods, logic and set theory, elementary number theory, and matrices will be motivated and reinforced by direct application in the context of topics in computer science, as well as in the practice of structured programming in the lab. Strong emphasis will be placed on algorithmic problem solving. Mr. Dickerson, Staff

DED

CX 122 Fundamentals of Computing II Fall, Spring

A continuation of the breadth-based approach begun in CX 121 with continued emphasis on algorithm design and analysis. Additional requisite mathematical concepts such as combinatorics and graph theory, as well as remaining techniques and concepts of structured programming such as abstract data types and dynamic storage allocation, in the context of major areas of computer science. Staff, Mr. Dickerson

DED

[CX 204 Computing Ethics]

CX 214 Data Structures Fall

A third course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees. It will then focus on various data structures used to implement these ADTs, contrasting the completing structures in terms of their space and time efficiency and other considerations that vary from application to application. (CX 122 or concurrently with CX 122) Staff

DED

CX 223 Computer Systems and Assembly Language Programming Spring

A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available minicomputers will be

stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214)

Mr. Martin

[CX 322 Geometry and Computer Graphics]

Next offered in fall 1997

DED

CX 326 Artificial Intelligence

Spring

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (CX 121 or permission)

DED

Staff

CX 328 Cryptology

Spring

Topics will be chosen from: the role of cryptology in electronic data processing, block and stream ciphers, the data encryption standard, communication and file security, public key cryptology, host system cryptographic operations, authentication techniques, digital signatures, measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. (CX 121)

DED

Mr. Martin

CX 341 Operating Systems Fall

The computer software and firmware that compromise the interface between user and hardware. Topics include process, storage and memory management, scheduling, I/O, and security. (CX 214) Mr. Martin

DED

[CX 343 Principles of Compiler Design]

Next offered in spring 1997

DED

[CX 345 Programming Languages]

Next offered in fall 1996

DED

CX 421 Theory of Computation
Spring

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (MA 214) Mr. Dickerson

CX 423 Algorithms and Complexity
Fall

The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (CX 214) Mr. Dickerson

CX 500 Advanced Study
Fall, Spring

Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (Permission) Staff

CX 704 Senior Seminar
Fall, Spring

Same format as MA 704, and meets with MA 704, but student's paper will be in some area of computer science. Students interested in CX 704 should refer to MA 704. Staff

MUSIC

Professor: George Todd; *Associate Professor:* Greg Vitercik (chair, on leave winter and spring); *Assistant Professor:* Jay Pillay; *Instructor:* Su Lian Tan; *Visiting Instructors:* Evan Bennett, Fred Haas; *Organist and Choir Director, Fletcher Professor of the Arts:* Emory Fanning

Required for the Major: The music department offers courses in theory, history/literature, world music, jazz, composition, and performance. Majors are required to take MU 209-210, MU 220-221, MU 301-302, MU 306 or MU 307 or performance elective, two 200-level or above elective courses, and one elective course in world music, chosen in consultation with the adviser, and one or two units of senior work.

In addition to the curricular requirements, majors are expected to participate for three semesters in departmental ensembles: choir, orchestra, or other approved chamber ensembles.

Required for the Minor: Students who choose the voluntary minor in music are required to complete five courses, two of which are general introductory courses. The three other courses would all be at an upper level; all three may be in a specific area of specialization or two may be in a specific area with the third in another area.

The general introductory courses include:

- MU 101 Introduction to Western Music (or equivalent)
- MU 105 Introduction to World Music (or equivalent)
- MU 109 Music Theory and Musicianship (or equivalent)
- MU 110 History of Jazz (or equivalent)

Courses in a specific area might include composition (MU 209, MU 210, MU 250, MU 301, MU 302, MU 309, MU 310, MU 350); history (MU 220, MU 221, or electives); world music/jazz (MU 106, MU 107, MU 201, MU 211, MU 241, or electives); and performance (MU 306, MU 307, or electives). Students may also do an independent project (MU 500), which counts as one course toward the voluntary minor. All students choosing music as a voluntary minor are required to petition the instructor(s) and department chair by the junior year.

Honors: Music majors will propose a senior project during the winter term of their junior year. This will be reviewed and approved by the department during the following spring term. The projects may be one- or two-term projects. A grade of B+ or better on the completed project will be granted honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes senior project grade(s), will be graded Honors; A- in senior work and at least A- overall average, High Honors; A in senior work, A in overall average, Highest Honors.

MUSIC

MU 101 Introduction to Western Music **Fall**

This course is designed to introduce students to the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course. The relationship of music to society, historical context, and the other arts will also be examined. Music reading skills are not required. Mr. Vitercik

ART EUR

MU 105 Introduction to World Music **Fall**

This course surveys a few world music traditions: Indian, Japanese, Latin American, Native American, Caribbean, Indonesian, and African. By using case studies from each of these areas, we will hope to glimpse the breadth of musical expression offered by these traditions, how that relates to their contextual settings, and what that may mean when considering issues such as identity, race, ethnicity, nationalism, political struggle, ethics, perspectives (insider and outsider), westernization, gender, ways of perceiving and making meaning of the world, and other topics. Theories from ethnomusicological literature will also be examined. This is a reading, listening, and viewing course. (Open only to first-year students and sophomores) Mr. Pillay

ART SOC OTH

MU 106 Survey of Indian Music **Spring**

This course surveys North and South Indian traditions, including classical, folk, temple, and film (pop) genres. By using examples from each of these genres, we will hope to glimpse the diversity of musical expression offered by India, how that relates to the contextual settings and philosophical underpinnings, and what that may mean when considering issues such as sacred and secular identity, race, ethnicity, gender, nationalism, and ethics. (No prerequisites; open only to first-year students and sophomores) Mr. Pillay

ART SOC OTH

[MU 107 Rock, Rap, and Reggae] **ART USA**

[MU 108 Africa's Pop Culture] **ART SOC OTH**

MU 109 Music Theory and Musicianship **Spring**

This course focuses on fundamentals of music and music theory from practical necessities (how to read music, notation) to theoretical concepts (intervals, modes, basic tonal harmony) and ear-training. Where possible, the concepts are immediately applied to one's performance medium (vocal or instrumental). (No prior music theory required. Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.)

ART

Mr. Bennett

[MU 110 History of Jazz] **ART USA**

AD 116 The Creative Process **Fall, Spring**

See theatre, dance, and film/video listings for description.

[MU 201 Jazz Theory and Improvisation]

ART

MU 205 Performance Lab **Fall, Spring**

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of the third term. No more than one credit may be earned in any one semester. Credit may be earned only for work during the spring and fall terms. Staff

MU 209 Music I **Fall**

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments

are designed for students with or without compositional experience. (Ability to play an instrument or sing; MU 109 or must pass a placement exam in fundamentals of music theory) Mr. Bennett, Ms. Tan
ART

MU 210 Music II **Spring**
Continuation of MU 209. Ms. Tan
ART

MU 211 Elements of World Musicianship **Spring**

This is primarily an ear-training course based on different cultural modes of musical perception. Elements of musicianship from a few world music cultures are extracted and explored for the explicit purpose of aurally developing one's perceptive skills according to indigenous musical principles. Western classical music will be treated as one such world culture, along with music from India, Africa, Indonesia, Japan, Latin America, Native America, the Caribbean, and elsewhere. Class readings place the various musical systems in their socio-cultural contexts, though much of our time is intended for practical ear-training. (Music reading skills are required.) Mr. Pillay
ART OTH

[**MU 212 Music, Performance, and Gender**]

[**MU 220 Survey of Music History**]
ART EUR

[**MU 221 Survey of Music History**]
ART EUR

[**MU 229 J.S. Bach: The Organ Works**]

MU 231 The Life and Music of Miles Davis **Spring**

This course will explore the life and music of jazz trumpet legend Miles Davis. Through biographies, recordings, films, and in-class performances, we will look at the influence that Miles Davis had on American music and culture. Mr. Haas
ART USA

MU 240 Music and Ritual **Fall**

This course examines the interconnections between music and ritual using various case studies: music at a major league baseball game as an expression of American culture, music as therapy in Navajo ceremonies, music as communication and offering to the gods and goddesses in Hindu rituals, music as meditative activity in Zen Buddhist practice, and music's role in trance and other "altered states." We also problematize the use of "music" and "ritual" as universal modes of inquiry. Theories from ethnomusicology, anthropology, sociology, and psychology are critically examined. (No prerequisites) Mr. Pillay

ART SOC OTH

[**MU 241 Pop Art and Pop Music: Resistance against Apartheid South Africa**]

ART SOC OTH

MU 250 Introduction to Electronic Music **Fall**

The primary focus of this introductory course is the interplay of technology and music. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. (No computer or musical experience is assumed.) Mr. Todd
ART

MU 261 Vocal Repertory **Fall**

This is a performance course, intended for both singers and accompanists. We will survey the historical and stylistic range of the Western "classical" repertory for voice, considering specifically musical and literary issues, as well as larger social and historical concerns, principles of interpretation, and the interpretive tradition as preserved in recordings, strategies of program building, and rehearsal and performance techniques. Lectures, readings, extensive listening assignments, and concert attendance will be supplemented by a regular series of master classes involving all members of the class and culminating in a group

MUSIC

recital at the end of the semester. (Permission of instructor) Mr. Vitercik and Staff
ART

[MU 280 Conducting] **ART**

MU 301 Theory I **Fall**

This course will explore the elements of tonal music through a detailed historical and analytical study of styles and techniques employed in the music of the common practice era. (MU 209-210 or permission)
Mr. Vitercik

MU 302 Theory II **Spring** Continuation of MU 301. (MU 301) Staff

MU 306 Performance Class **Fall**

This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on campus.
Mr. Fanning

MU 307 Performance Class **Spring** Continuation of MU 306. Mr. Fanning

MU 309 Advanced Composition I **Fall**

MU 310 Advanced Composition II **Spring**

These courses will be semester-long classes focusing on specific ensembles, whether vocal or instrumental, such as brass quintet or string quartet. The course will focus on composing for these ensembles. In each case we will study issues of technique and style, discuss practical considerations, and investigate selected elements, drawing from appropriate repertoire. There will be the opportunity to have readings or performances of our pieces by selected visiting artists. (Specific ensemble to be announced.) *Note:* MU 309 and MU 310 may be taken more than once under certain circumstances. (MU 209 and MU 210 or permission of instructor; MU 309 is not a prerequisite for MU 310.)
Ms. Tan

[MU 323 Music of the Classical Period]

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition **Spring**

This course will build on the materials studied in MU 250, which is a prerequisite. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System and other MIDI equipment. A public concert of students' work will be presented at the end of the semester. (MU 250)
Mr. Todd

[MU 370 Mixed Media]

[MU 390 Junior Seminar in Music]

MU 500 Independent Study **Fall, Spring** (Permission)

MU 704 Senior Work **Fall, Winter, Spring**

Senior work is required of all music majors. Projects may be in history, composition, theory, or performance and culminate in either a written presentation or a public performance. Majors must make a preliminary proposal for their senior project in the winter term of their junior year.

Applied Music

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, and MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in classical or jazz piano (beginning or advanced), organ, violin, viola, cello, bass, flute, oboe, clarinet, saxophone, French horn, trumpet, guitar (classical, acoustic, electric), or voice should enroll with the department. Inasmuch as spaces are limited, auditions may be required. Contracts must be signed after the first lesson and are binding. The fee of \$195 is to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is

allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, MU 500, MU 700, or performance elective.

Private instruction: *Piano*: Ms. Fanning, Ms. Paden, Ms. Roemischer; *Jazz Piano and Jazz Improvisation*: Mr. Haas; *Jazz Piano and Jazz Voice*: Mr. Forman; *Organ*: Mr. Fanning; *Violin*: Mr. Schor; *Cello*: Ms. Davydov; *Bass*: Mr. Schenawolf; *Flute*: Ms. Janson; *Oboe*: Mr. Bennett; *Clarinet*: Mr. McBride; *Saxophone*: Mr. Haas; *French Horn*: Dr. Salminen; *Trumpet*: Mr. Brubaker; *Classical Guitar*: Mr. Geoghegan; *Acoustic and Electric Guitar*: Mr. Howes; *Voice*: Ms. Christensen, Mr. Hobbs, Ms. Kaiser.

The department will assist the student in securing instrumental instruction not provided by the staff.

Recitals: Regularly scheduled recitals and lectures are open to the public.

Ensembles

College Choir: The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite.

Mr. Fanning

Middlebury College Orchestra: The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department.

Mr. Bennett

Other Chamber Ensembles: String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MU 500) can be arranged for these groups.

Facilities

In addition to a 400-seat concert hall, the Center for the Arts provides classroom spaces, rehearsal hall, practice rooms, and computer-music facilities. The Music Library, also located in the Center, holds the Flanders Ballad Collection and the Vermont Archive of Traditional Music.

Music Library: The Christian A. Johnson Music Library contains over 30,000 records and CDs, videos, scores, books, and a col-

lection of chamber music. Listening facilities in the library are available to anyone from the College community. Mr. McBride is the librarian.

Electronic Music Studio: A well-equipped studio that includes a Synclavier with Sample-To-Disc. Mr. Todd is the director.

Practice Facilities: Practice rooms with pianos are available for individual and group rehearsals.

PHILOSOPHY

Professors: Stanley Bates (chair), Hiroshi Miyaji; *Associate Professor*: Richard Arthur; *Assistant Professor*: Don Adams; *Visiting Instructor*: Laura Ruetsche

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which—whether at the 100 or 200 level—are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 200-level courses do not generally have prerequisites, students who have done work in pertinent related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PA 180 is required, and it is recommended that this be taken early in the program. Majors must elect one course in each of the following three areas: ethics; philosophy of science, theory of knowledge, or metaphysics; history of philosophy. Cognate courses may be substituted for no more than two departmental courses; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

PHILOSOPHY

Seminar Requirement: Majors must take two department seminars (400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors.

Minor: For the philosophy minor, a total of six courses in philosophy is required. PA 180 is required for the minor. One 400-level seminar is also required. The seminar should normally be taken during the final three semesters of a student's undergraduate career. In any case, a student must have taken at least three other philosophy courses before taking the required seminar. Students who choose the philosophy minor should arrange to have an adviser in the philosophy department.

Departmental Honors: To become a candidate for departmental honors in philosophy, a student must be a major in philosophy with at least a B+ average in philosophy department courses, and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors only after the department has approved their proposals. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the winter and spring terms of their senior year). In order to receive departmental honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, and receive for their work a minimum grade of B+. In addition, they must maintain a B+ average for their other departmental courses.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 220, PA 221, PA 250, PA 255; three or four philosophy course credits at a Middlebury School Abroad or an approved equivalent; the department seminar requirement; an advanced course in the appropriate language department—yielding a minimum of 10 courses. Beginning with the summer of 1995, the structure of the international

major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in philosophy should consult Professor Clara Yu, the international major adviser.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition Fall, Spring

Philosophy has traditionally been conceived as the discipline that attempts to achieve the most comprehensive understanding of reality and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud.

PHL EUR Mr. Bates, Mr. Nuovo

[PA 151 Introduction to the Philosophical Tradition] PHL EUR

PA 180 Introduction to Modern Logic Fall, Spring

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic, and study both semantics and derivation systems for these languages. Mastery of these techniques will enable students to evaluate arguments from a logical point of view. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does

not count toward the PHL distribution requirement. Ms. Ruetsche, Mr. Arthur DED

[PA 201 Ancient Greek Philosophy]
PHL HIS EUR

[PA 205 Human Nature and Ethics]
PHL EUR

PA 212 Introduction to the
History of Modern Science Spring

Of all the chapters in the history of our intellectual tradition, one of the most exciting is that of the Scientific Revolution—the emergence in the seventeenth and eighteenth centuries of recognizably modern scientific concepts from the welter of ideas of the competing scholastic, Pythagorean, alchemical, magical, and mechanical traditions. In this course we shall trace the development of key concepts in physics, chemistry, and biology through a study of the contributions of such thinkers as Bruno, Kepler, Galileo, Boyle, Descartes, Newton, Van Helmont, Leibniz, Maupertuis, and Buffon. Mr. Arthur
PHL HIS EUR

[PA 216 Introduction to the
Philosophy of Science]
PHL

HISTORY OF PHILOSOPHY

[PA 220 History of Materialism]

[PA 221 Gender and the History of
Philosophy]
PHL HIS EUR

[PA 222 American Philosophy]
USA

[PA 223 Introduction to Contemporary
Philosophy]

[PA 224 Topics in Medieval
Philosophy]
EUR

[PA 250 Early Modern Philosophy]
PHL HIS EUR

PA 253 Confucianism and the
Confucian Tradition in East Asia Fall

This course will inquire into the evolution of Confucianism and Neo-Confucianism in China, and its impact upon and adaptation by Japanese and Korean thought. Ethics, metaphysics, cosmology, and human nature are main issues to be discussed. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.) Mr. Miyaji
PHL HIS OTH

PA 255 Kierkegaard, Marx, and
Nietzsche Spring

This course will investigate the works of three of the central philosophical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's *Either/Or*, *Philosophical Fragments*, and *Concluding Unscientific Postscript*; Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy*, *The Use and Abuse of History*, *Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals*. Mr. Bates
PHL HIS EUR

[PA 302 Philosophy of Plato]

[PA 303 Philosophy of Aristotle]

SPECIAL TOPICS

PA 206 Contemporary Moral Issues
Spring

An analysis of various moral issues, which may include but will not be limited to some of the following: abortion, pornography, capital punishment, animal rights, euthanasia, suicide, conventional and

PHILOSOPHY

nuclear war. Our primary focus will be to understand exactly how moral arguments work.
Mr. Adams
PHL

[PA 207 Ethics and the Environment]

[PA 209 Philosophy of Law]
PHL

PA 210 Contemporary Ethical Theory Fall

In this course, we shall explore some of the major texts on moral philosophy of the past 20 years. We shall begin with John Rawls's *A Theory of Justice*, which attempts to develop a substantive theory of justice, considering both his substantive theory and the methodology of the book. We shall then study a series of works that consider whether substantive moral theory is possible, including Bernard Williams's *Ethics and the Limit of Philosophy* and Alasdair MacIntyre's *After Virtue*. (No prerequisites, but PA 150, PS 102, or PA 205 would provide useful background.)
Mr. Bates
PHL

[PA 231 Philosophy of History]
PHL

PA 232 Philosophy of Religion (CW) Fall

The first part of this course will be devoted to religious epistemology. Can we know that God exists? We will begin with traditional arguments for God's existence (e.g., ontological and cosmological arguments), but then we will turn to recent attempts to show how it can be rational to believe that God exists. The second part of the course will be devoted to philosophical theology. Can religious doctrine be made philosophically intelligible (e.g., omnipotence, omniscience, hell, the "problem of evil")? Again we will begin with some traditional work (e.g., Anselm, Aquinas, Ockham) and then turn to more recent work.
Mr. Adams
PHL

[PA 233 Aesthetics]
PHL EUR

[PA 234 Philosophy and Feminism]

[PA 256 Topics in Japanese Philosophy]

[PA 280 Intermediate Logic]

[PA 310 Comparative Philosophy]

PA/TH 331 Aesthetics: Philosophy and Film Spring

This course will begin with a discussion of classical film theory, attempting to locate that theory in the tradition of philosophical aesthetics. We shall then consider some more recent developments in film theory—especially the influence of feminist thinking. The final part of the course will focus on the work of Stanley Cavell, a philosopher who has reflected deeply on the film medium. There will be a number of film viewings for the course. A background in philosophy, criticism, or film studies would be very useful for this course.
Mr. Bates

PA 350 Space, Time, and Relativity Spring

Einstein's special and general theories of relativity afford new perspectives on causality and determinism, the arrow of time, and the nature of physical law. Einstein's theories have also produced puzzles of their own, including the storied "Twin Paradox." In this course, we'll acquaint ourselves with Einstein's theories by means of his own lucid expositions of them. Supplementing our acquaintance with the simple and intuitive device of space-time diagrams, we'll engage philosophical problems generated and illuminated by relativity theory.
Ms. Ruetsche

PA 351 Theory of Knowledge Fall

What is knowledge, and can we ever really know anything? The first part of this course will be historical; we will examine a few of the most important historical innovations in epistemology. In this part of the course we will study some of the following: the Socratic method, Platonic epistemology, Cartesian foundationalism, empiricist foundationalism, logical positivism. The second part of the course will be de-

PHYSICAL EDUCATION AND ATHLETICS

voted to modern developments in epistemology. Mr. Adams

PA 352 Philosophy of Mind Spring

What is it to have a mind? We will address this question with respect to machines, other animals, and ourselves. Surveying the field of artificial intelligence, we'll ask: can computers think? Considering recent work in cognitive ethology, we'll ask: do monkeys (dolphins, squids, . . .) think? Thinking ourselves about the conditions under which we'd ascribe thought to others, we'll encounter and assess diverse philosophical conceptions of mind. Ms. Ruetsche

[PA 354 Philosophy of Language]

[PA 355 Issues in the Philosophy of Time]

[PA 360 Philosophy of Nature]

SEMINARS

The following seminars are offered by the department for junior and senior majors, and are open to other qualified students by permission. Juniors are required to take the spring seminar, and seniors the fall seminar. (See above "Seminar Requirement" for majors.)

[PA 405 Hobbes and Leibniz]

[PA 406 Descartes, Locke, and Leibniz]

[PA 407 Kant's Moral Philosophy]

PA 408 Enlightenment Philosophy Fall

"The Enlightenment" is Kant's term for the characteristic philosophy of the mid-eighteenth century, particularly that of thinkers associated with the *Encyclopedia* project of Diderot and d'Alembert, among them Voltaire, Rousseau, Condillac, Buddon, Hume, Priestly, and later, Bentham and Kant. Inspired by the scientific revolution of Descartes and Newton, and the political and epistemological writings of Locke, Enlightenment philosophy

was a concerted attempt to replace the old theological/political order with one based on scientific reason and human rights, and as such still defines the dominant outlook of the twentieth century. (Philosophy majors, others by permission) Mr. Arthur

PA 409 The Philosophy of Arthur Schopenhauer Spring

The course studies the basic tenet of Arthur Schopenhauer's (1788-1860) philosophy: will. To him, the underlying reality of phenomena is, unlike Kant, knowable as what we are, i.e., will. The world is the expression of the will, which is essentially a primordial, ungrounded force, and blind. This led him to the view of blindness, purposelessness, and the meaninglessness of our existence: pessimism. His pessimism is a serious and rational conclusion drawn from our daily experience, i.e., the realization of transitoriness and of the inevitability of death. His search for the appropriate understanding and conduct of life led him to Indian philosophy, particularly Brahmanism and Buddhism. Mr. Miyaji

[PA 410 Wittgenstein]

[PA 411 Kant]

[PA 412 Hegel]

[PA 415 Contemporary Moral Theory]

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy Fall, Spring (Open only to majors)

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a *degree requirement*. The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. *Before graduation*, students must

PHYSICS

complete two different courses. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit. Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fees applicable): lifeguard training, C.P.R., first aid, Water Safety Instructor's course

Special Lessons (fees apply): alpine skiing, karate, riding, scuba, ski touring

Equipment Sports (students provide equipment): beginning ice skating, cycling, figure skating, tennis

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, squash, volleyball

Conditioning Courses: beginning weight training, general conditioning, circuit training, swimming for conditioning

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (TH 160, TH 161, TH 162, TH 260, TH 261, TH 276, TH 360, TH 361, TH 380, TH 381)

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim one length of the pool and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses

on a space-available basis. Students unaware of their physical education record should check with the department secretary in the Field House to ensure completion of their program prior to graduation. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students Office processes credits from transcripts for students transferring to Middlebury.

All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College health center.

Season Dates

September 18–October 27, 1995

October 30–December 8, 1995

January 8–February 2, 1996

February 12–March 16, 1996

April 2–May 4, 1996

PHYSICS

Professors: Jeffrey Dunham (chair), Robert Prigo, P. Frank Winkler, Richard Wolfson;
Associate Professor: Stephen Ratcliff

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for non-science students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality

and Human Thought), and several first-year student seminars.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109-110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109-110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Required for the Major in Physics: The major program consists of six required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, and PH 301; the winter term course offered each year and serving as a "bridge" between PH 109 and PH 110; a minimum of three electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses that satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PH 302 (Electromagnetic Theory), PH 330 (Analytical Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum

Mechanics). In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 122 extremely valuable.

Senior Program: The major program culminates with a three-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance. Students doing practice teaching under the teacher education program may, with permission, take only two units of senior thesis.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PH 109 and PH 110. At least one of the others is to be chosen from among PH 201, PH 202, and PH 266; any two additional PH courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major *en route* to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CX 121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with their adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examina-

PHYSICS

tion, respectively. One AP credit is given to students who take the "Physics B" examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought Spring

This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PH 201) 3 hrs. lect., 1 hr. disc. **SCI** Mr. Dunham

PH 109 Newtonian Physics Fall, Spring

This course examines motion as it occurs throughout the universe. The concepts of force, energy, and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Topics covered include Newton's laws of motion, work and energy, momentum, collisions, gravitation, rotational motion, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** Mr. Prigo

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its

implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission; MA 113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** Mr. Wolfson

[PH 145 Electronics for the Intimidated]

PH 155 An Introduction to the Universe Fall

This introductory astronomy course primarily for nonscience students has as its goals: (1) exploring how scientists come to understand nature through the interplay of observations and theory; (2) communicating the excitement of current research topics such as quasars, black holes, and supernovae; and (3) providing appreciation for the sky as part of our natural environment and cultural heritage. Topics include the evolution of stars and the universe and the origins of life on Earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (High school algebra and geometry) 3 hrs. lect., 1.5 hrs. lab/disc. **SCI DED** Mr. Winkler

PH 201 Relativity and Quantum Physics (CW) Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (This course fulfills the College writing requirement.) (PH 110, MA 113, or permission) 4 hrs. lect., 3 hrs. lab. **SCI** Mr. Ratcliff

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics, including wave mechanics, the uncertainty

principle and wave particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201) 4 hrs. lect., 3 hrs. lab.

Mr. Ratcliff

SCI

PH 212 Applied Mathematics for the Physical Sciences

Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. *This course is a prerequisite for all 300- and 400-level physics courses.* (MA 113, PH 110) 3 hrs. lect., 1 hr. disc.

Mr. Winkler

PH 221 Electronics for Scientists

Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission) 3 hrs. lect., 3 hrs. lab.

Mr. Dunham

[PH 240 Biophysics]

[PH 266 Contemporary Astronomy and Astrophysics]

Next offered in spring 1997

PH 301 Intermediate Electromagnetism

Fall

The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical tech-

niques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect.

Mr. Wolfson

[PH 302 Electromagnetic Theory]

Next offered in spring 1997

PH 330 Analytical Mechanics

Spring

An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or permission) 3 hrs. lect.

Mr. Ratcliff

[PH 350 Statistical Mechanics]

Next offered in fall 1996

[PH 360 Topics in Contemporary Physics]

Next offered in fall 1997

PH 401 Quantum Mechanics

Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrodinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) 3 hrs. lect.

Mr. Prigo

[PH 402 Advanced Quantum Mechanics]

Next offered in fall 1996

POLITICAL SCIENCE

[PH 405 Particle and Nuclear Physics]

Next offered in spring 1997

PH 500 Independent Study and Special Topics Fall, Spring (Permission) Staff

PH 705 Senior Research and Thesis Fall, Winter, Spring

Independent research in the fall, winter, and spring terms culminating in a written thesis. (Three units total)

Mr. Ratcliff, Staff

POLITICAL SCIENCE

Professors: Eric Davis, Murray Dry (chair), Michael Kraus (on leave academic year), Russell Leng, Paul Nelson, David Rosenberg; *Assistant Professors:* Jeffrey Cason, Christopher McGrory Klyza, Mitchell Smith, Allison Stanger (on leave academic year); *Instructor:* Mark Williams; *Visiting Instructor:* Noah Pickus

Political science defines, describes, explains, and evaluates political phenomena, and it does so in a variety of ways. Consequently, the introductory course requirements include one that concentrates on the classic texts in the subject, and another that considers the methods of modern political analysis. Intermediate-level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an honors thesis. The curriculum is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take 10 regular fall or spring term political science courses, including (1) PS 101 or PS 107 and (2) PS 103. In addition, he or she must (3) fulfill the field distribution requirement and (4) complete the senior program. The first two of these requirements should normally be completed before the end of the sophomore year.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields and one course in the fourth field.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400-level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and re-

search courses; the department will not award PS 500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or PS 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or PS 107; (2) PS 103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) 10 political science courses, including those taken abroad; (6) completion of the distribution requirement for a political science major; and (7) completion of the department's senior program. Beginning with the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in political science should consult Professor Clara Yu, the international major adviser.

Minors in Political Science: The minor in political science will consist of five courses, which must come from at least two of the four fields in the department. At least one of the courses must be at the 300 level or above.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement

credit does not entitle the student to exemption from any of the requirements for the major in political science.

INTRODUCTORY COURSES

PS 101 Introduction to Political Science Fall

Study of the classics of political philosophy, as well as the foundations of non-philosophic political science. Central issues concern the best form of government, the best way of life, and, generally, what kind of knowledge about politics is possible. Specific works have included: Plato, *Republic*; Aristotle, *Politics*; Thucydides, *History*; Aquinas, *Summa Theologica*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *Second Treatise on Government*; Rousseau, *Second Discourse*; Marx, *Communist Manifesto*, *Capital*.
Mr. Dry

PHL SOC EUR

PS 102 The American Political Regime Spring

This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's *Democracy in America*, is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's *Notes on the Debates in the Federal Convention*, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (*Marbury*, *McCulloch*), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (*Brown*, *Frontiero*, *Roe*). Mr. Dry
USA SOC

PS 103A Comparative Government Fall

What are the major types of political systems? How are they created? Why are some democratic and others authoritarian? Why are some rich and others poor? How do they change? In the fourth century B.C., Aristotle provided the first recorded answers to these questions in his analysis of democ-

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racies, oligarchies, and tyrannies in the Greek city-states of his world. His attempt to describe, classify, compare, and evaluate governments established the discipline of comparative politics. In this course, we will use the same principles with modern research methods to analyze today's world of hundreds of political systems.

SOC

Mr. Rosenberg

PS 103B Introduction to Comparative Politics Fall

An introduction to the logic of comparative inquiry, this course focuses on the theme of political authority: how it is distributed, sustained, exercised, and threatened. The course will consider the evolution and character of state institutions, as well as the power of social movements. We will apply these themes to a range of political systems, from pluralist democracy in the U.S. to organized capitalism in Western Europe, development paternalism in East Asia, and "personal rule" in Africa. In each case, we'll evaluate the ways in which civil society and the state constrain one another.

Mr. Smith

SOC

PS 103C Introduction to Comparative Politics Spring

The premise underlying this course is that we can understand more about how political systems work by asking similar questions in different national contexts. This course will ask fundamental questions about political development in countries that are now considered "developed" and those that are part of the "Third World," and will examine why the answers differ. Among the topics to be covered are democracy and authoritarianism, forms of political representation, the relationship between political and economic development, and political ideologies. (A supplemental discussion section will be offered in Spanish.)

SOC

Mr. Cason

PS 104 Introduction to American Politics Fall

What are the historical and philosophical foundations of the American republic? What role do conceptions of American

identity play in shaping U.S. politics? How does American public policy get made, who makes it, and who benefits? Is a constitutional fabric woven in 1787 good enough for today? How, if at all, should American government be changed, and why? This course explores these questions by examining arguments over the American political tradition; mass political behavior (public opinion, voting); political representation (the press, parties, and interest groups); national governing institutions (Congress, presidency, and the courts); and civil liberties and civil rights.

Mr. Pickus

USA SOC

PS 107 Politics and the Studies of Politics Spring

This course will consider classic texts of Western political thought, in which the nature of political things is discussed. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar*; Macaulay, *History of England*; Alexis de Tocqueville, *Democracy in America*; Marx and Engels, *The German Ideology*; (First-year students and sophomores or permission) Mr. Nelson

PHL SOC EUR

POLITICAL THEORY

PS 101 (See above)

PS 107 (See above)

[PS 300 Political Methodology]
SOC

[PS 317 Classical Political Philosophy]
PHL EUR

[PS 318 Modern Political Philosophy]

PS 333 Politics, Philosophy, and Education **Fall**

We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates's claim that education is turning the soul toward being; and Aristotle's distinction between theoretical and practical knowledges; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will wonder, what is liberal education and of what kind is its business with, or toward, political things? We will read Plato, Aristotle, Aquinas, Hobbes, Marx, Nietzsche, John Henry Newman, and some twentieth-century writers, such as Michael Oakeshott, Josef Pieper, Hans Jonas, and Leo Strauss. Mr. Nelson

PHL EUR

[PS 401 Seminar on Modern Political Philosophy]

PS 402 Seminar in Political Philosophy and Constitutionalism **Spring**

The purpose of this course is to examine constitutionalism and liberalism from the perspectives of political philosophy and jurisprudence. By the term *constitutionalism*, we are reminded of two things: first, our Constitution is both a frame of government and a form of law, our fundamental law; and second, the inquiry into how it is to be interpreted, especially when questions of principle arise, directs our attention to judicial review and the relationship between judicial and legislative or executive interpretation of the Constitution. By the term *liberalism*, we are reminded of the importance of liberty and its relation to equality.

Mr. Dry

PS 409 Seminar on Political Philosophy: Aristotle's Political Science **Spring**

Study of Aristotle's political science as it appears in his *Nicomachean Ethics*, *Rhetoric*, and *Politics*. While trying to understand Aristotle as he understood himself, we will also consider both some objections to Aristotle's political science and some defenses of it. We will look also at some re-

cent literature on Aristotle in order to show that there is not yet reason to "remove the remains of his reputation to the last resting place in the dreary cemetery of literature." (Permission) Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress (CW) **Fall**

An analysis of politics and policy in Congress. Topics covered include theories of representation, the historical development of Congress, elections and campaign finance, the internal organization of Congress, the rules of the legislative process, the congressional budget process, and legislative-executive relations. One writing-intensive section directed toward sophomore political science majors and limited to 15 students. Mr. Davis

SOC

PS 211 Environmental and Natural Resources Policy **Fall**

An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy, (2) the foundations of the U.S. political system as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights), (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups), and (4) the policy-making process in the environmental/natural resources policy area. (First-year and second-year students may simply enroll in this class at registration, but juniors and seniors will need written permission from the instructor in order to do so.) Mr. Klyza

SOC

[PS 212 Political Parties and Presidential Elections]

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PS 305 American Constitutional Law: The Federal System (CW) Fall

This course examines the development of American constitutionalism through a study of Supreme Court decisions. Every major topic but the bill of rights (see PS 306) is covered. Using Gerald Gunther's *Constitutional Law* casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and seniors with PS 102, or permission) Mr. Dry
USA

[PS 306 American Constitutional Law: Individual Rights] USA

PS 307 The Presidency in the Constitutional Order Spring

This is a course on the place of the presidency in the American constitutional order. We will draw upon political analyses, constitutional law, and descriptive materials to study the presidency as a window onto broader issues of the separation of powers, representation, legitimacy, and political meaning. We will focus both on specific areas of conflict among the President, Congress, and the Court, as well as examining particular presidents from Theodore Roosevelt to Bill Clinton. Students will participate in a moot Senate hearing and moot presidential speech-making exercise. (PS 102, PS 104, or permission) Mr. Pickus
SOC

PS 310 American Public Policy Spring

This course examines the functioning of the entire United States political system, with an emphasis on the policies or outcomes of this political system. The first part of the course will examine the context in which policy is made (e.g., history, capital-

ism, liberalism). The second part of the course will focus on the policy-making process. We will examine the major stages of this process: agenda setting, policy formulation, adoption, implementation, and evaluation. The third and final part of the course will focus on specific policy areas, such as agricultural policy and regulatory policy. Mr. Klyza

SOC USA

[PS 312 Bureaucracy]

[PS 314 American Urban Politics]

PS 320 American Political Development Fall

This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the Civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. (One course in American politics or American history or permission) Mr. Klyza
SOC HIS USA

PS 330 Pluralism, Community, and Law Spring

This is a course in political science concerned with law, not a course in law offered by a department of political science. Although we will pay attention to the development of Supreme Court doctrine, our focus will be on how law and politics both reflect and shape our identity as citizens in a constitutional order, as Americans, and as members of various other groups defined by race, alienage, gender, language, and religion. We will examine how the law constitutes our identities, aspirations, and social practices and how different members of the American polity interpret the law. (PS 102 or PS 104 or permission) Mr. Pickus
SOC

[PS 420 Seminar in American Politics]

PS 421 Seminar: Perspectives on the Environmental Movement Spring

The purpose and focus of this seminar are to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, religious, political). These different perspectives will help us to better understand the environmental movement: Where did it come from? What are its main points? What are the crucial differences within this movement? By examining the environmental movement from these different perspectives we will be able to gain greater insight into these questions and the politics of environmentalism. (PS 211 and permission) Mr. Klyza

[PS 425 Seminar on the American Presidency]**PS 450 Seminar on Immigration, Ethnicity, and Citizenship** Fall

From Germany to the Baltics, questions of belonging, of inclusion and exclusion, and of the formal rights and obligations of citizenship are playing themselves out in the laws governing immigration and naturalization and in the social contract that undergirds each society. In the U.S., the combination of renewed immigration and domestic political changes has created a sense of uncertainty about the nature of American identity. This seminar addresses the political, legal, economic, and cultural aspects involved in the encounter between new arrivals and native-born citizens. Students will produce a significant piece of original research. (PS 102 or PS 104 or permission) Mr. Pickus

COMPARATIVE POLITICS**PS 103 (See above)****PS 220 Asian Politics** Spring

In Asia, the world's most ancient, populous, diverse, and dynamic nation-states are rapidly becoming the global economic and political powers of the 21st century. This introductory survey course pro-

vides students with an understanding of the historical and geographic context for the development of modern Asia (emphasizing China, Japan, India, Indonesia, Vietnam, and the Philippines). It analyzes the domestic and international factors that influence economic growth and political change in the Asia-Pacific region. Mr. Rosenberg
SOC OTH

PS 223 Latin American Politics Fall

This course provides an overview of the political development of various Latin American countries in the context of historical and contemporary events. The major themes include (1) colonialism and independence, (2) the politics of social and ethnic divisions, (3) principal political actors (parties, the military, labor, the church, others), and (4) problems of political stability, revolution, democracy, national security, and economic development. Mr. Williams
SOC OTH

PS 225 European Politics Fall

This course is a comparative investigation of the political institutions and political development of West European states, particularly Britain, France, Germany, and Sweden, since the 1930s. We'll explore the relationship between state management of the economy and the organization of society, on the one hand, and political stability and prosperity, on the other. Topics will include systems of social welfare, changes in party systems, and struggles to define national identity. Mr. Smith
SOC EUR

PS 226 The European Union Spring

This course will examine the evolution of the European Union from its origins during and immediately after World War II to the present. We'll examine the evolution of the European Community and its institutions; practical and conceptual problems encountered in the integration process, especially the tension between intergovernmental cooperation and European federalism; the consequences of integration for domestic politics in member states; and theoretical perspectives on integration. Fi-

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nally, we'll consider current problems of attempting to build an ever closer union, including the expansion of membership, economic and monetary union, and political integration.

Mr. Smith

SOC EUR

[PS 227 Soviet and Post-Soviet Politics]

SOC OTH

PS 230 Comparative Development Strategies Spring

Why have some countries developed more rapidly than others? What do we mean by "development"? How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now "developed" countries, followed by an examination of how different countries have confronted the dilemmas of development of the twentieth century.

Mr. Cason

SOC OTH

[PS 324 The Political Development of Western Europe]

SOC EUR

[PS 338 The Political Development of Eastern and Central Europe]

SOC EUR

PS 404 (See below)

PS 406 Seminar on European Politics: Socialism, Fascism, Capitalism Spring

Western Europe's twentieth century began with an unsteady liberalism under threat from growing socialist movements and, in response, reactionary nationalism. This seminar is a comparative investigation of the political manifestations of this tension, including the rise of fascism; the Cold War and its impact on domestic politics in

West European societies; the political unrest of the 1960s; the economic challenges of the 1970s; and the radical right-wing populism of the 1990s. Ultimately, we'll compare how some of Europe's capitalist democracies (Britain, France, Germany, and Sweden) have addressed the often competing claims of capital and labor.

Mr. Smith

PS 415 Seminar on Latin American Politics Spring

This seminar is the companion course to PS 223. It offers students broad exposure to key issues in Latin American politics, and the opportunity to probe these issues deeply. The course will focus on four basic themes: (1) the historical and contemporary problems of sustaining democratic government, (2) the changing role of the church and its transformation from an apolitical to a highly politicized posture, (3) protecting the urban environment and rain forests, and (4) the role the Latin state plays in political, economic, and social, affairs. (Permission)

Mr. Williams

[PS 424 Seminar on the Politics of Post-Communist Transitions]

PS 430 (See below)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, economic and environmental issues, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well-informed of current international events. Lecture and discussion section format.

Mr. Leng

PS 201 International Politics Spring

This course offers an introduction to the forces shaping conflict and cooperation

in world politics. We will discuss key concepts in international relations, including the international system, power and the balance of power, deterrence, intervention, and international institutions. We will also examine how environmental and cultural issues influence international politics. Theories will be examined against a wide range of historical and contemporary cases, ranging from the Peloponnesian War between the Greek city-states of Athens and Sparta, to the Cold War of the 1950s, to the Gulf War of 1991, to the post-Cold War international order.

Mr. Williams

PS 302 International Law and Organization Spring

The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two thirds of the course are devoted to the role of international law, and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations' efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PS 201 or permission.)

Mr. Leng

SOC

PS 303 U.S.-Latin American Relations Fall

This course provides an introduction to American foreign policy toward Latin America over the last 170 years, including the roots of U.S. policy and causes of policy change. The course examines American policy during the expansion of U.S. power in the nineteenth century, the inter-war period, the Cold War, and the current era of international economic integration. Topics include the Inter-American System, specific doctrines (the Monroe Doctrine and Roosevelt Corollary), policies (the Good Neighbor Policy, the Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis, the Falkland Islands War, and NAFTA.

Mr. Williams

SOC

[PS 304 International Political Economy]

SOC

[PS 311 American Foreign Policy]

SOC

PS 403 Seminar on the Political Economy of Trade and Investment in Latin America and East Asia Fall

This seminar provides a focused investigation of the political economy of two key regions of the world economy: Latin America and East Asia. The "East Asian Economic Miracle" has inspired great interest in how economic success was achieved in countries such as Japan, South Korea, and Taiwan. This course looks at the political and institutional context that supported this success and focuses on how these countries have become integrated with the world economy through trade and investment linkages and compares their experiences with Latin America. In Latin America, we will focus on Brazil, Mexico, Argentina, and Chile.

Mr. Cason

PS 404 Politics of World Economy Spring

The seminar will study "who gets what, when, and how" in the global political economy. We will investigate the institutions (e.g., the IMF, World Bank, multinational corporations, OPEC, GATT) that govern the world market. Students will present case studies on how institutions and countries respond to major challenges to the world economy: (1) managing the growing interdependence of nations and markets, (2) providing law and order for global security, (3) reducing persistent poverty in many parts of the world, and (4) operating within growing environmental constraints. (Permission)

Mr. Rosenberg

PS 405 Seminar on the Causes of War Fall

An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research tech-

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niques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311 and permission)

Mr. Leng

[PS 407 Seminar on United States-European Relations]

[PS 408 Seminar on United States Relations with Russia and Eastern/Central Europe]

PS 412 Seminar on Diplomacy
Spring

The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (Permission)

Mr. Leng

[PS 430 Seminar on Asian-American Relations]

INDEPENDENT PROJECTS

PS 500 Advanced Projects
Fall, Winter, Spring

A program of independent work designed to meet the individual needs of advanced students. (Permission)

Staff

PS 700 Honors Thesis
Fall, Winter, Spring
(Permission)

PSYCHOLOGY

Professors: Bob Osborne, Marc Riess (chair);
Assistant Professors: Susan Campbell, H. David Smith, Carlos Velez; *Scholar-in-Residence:* Eleanor Gibson

Psychology is the scientific study of behavior, including mental processes. For the student who majors in psychology at Middlebury, engagement with data lays the basis for an empirically founded and objective formulation of principles of human behavior. Students may encounter the data in published research reports, in laboratory work, and in connection with individual research along lines that they find important. The relevant observations may involve human participants or sometimes infra-human animals for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis testing or application.

As a psychology major the student takes a program of elective and required courses in psychology. By the end of the junior year, through work in psychology, he or she has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the senior year the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the Major in Psychology:
Eleven courses in psychology including the following:

1. PY 105, PY 201, and PY 202
2. Two nonlab core courses from among PY 203, PY 204, PY 205, PY 224, and PY 225 (or PY 226)
3. Two laboratory core courses from among PY 207, PY 301, PY 303, and PY 305
4. One nonlab 300-level course (e.g., PY 300, PY 304)
5. Two PY 400-level seminars (not both PY 412 and PY 425)
6. One elective (any fall or spring PY course)

It is understood that exemption from a specific course requirement does not affect the general requirement of the 11 PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced (400-level) seminar courses in psychology.

Departmental Honors in Psychology: Students who seek to be graduated with departmental honors should consult with a staff member no later than the junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of the senior year, candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of an A- average in psychology department courses is needed for admission to honors candidacy.

Required for the Minor in Psychology: Five psychology courses, including the following:

1. PY 105
2. Two laboratory/research courses from among PY 201, PY 202, PY 207, PY 301, PY 303, PY 305
3. One 300- or 400-level PY course (A course may not be double counted for both requirements 2 and 3.)
4. One elective (any fall or spring PY course)

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PY 105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology: The requirements are BI 185, BI 190, BI 195, BI 216, BI 250, and two electives in biology, including one 300- or 400-level course. PY 105; PY 201; PY 301; one of PY 207, PY 303, or PY 305; one 400-level seminar; and one PY elective. Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; PY 201; PY 203; one lab course (PY 207, PY

301, PY 303, or PY 305); one 400-level seminar; and two electives. Required sociology-anthropology courses: SA 105; SA 205; SA 252; either SA 301 or SA 302; one of SA 103, SA 191, SA 316, SA 288, SA 355, or SA 396; one 400-level seminar; and one elective. Students should consult their adviser about honors in the joint major.

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors)

SOC

Mr. Velez, Mr. Riess

PY 201 Psychological Statistics Spring

Statistical analysis is the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions include matters of descriptive statistics, correlation, regression, and statistical inference. The course is supplemented by weekly computer laboratories. (Single, double, and joint majors in psychology will be given preference for enrollment. Credit is not given for PY 201 if the student has taken MA 106 or EC 210 previously or concurrently.) Ms. Campbell

DED

PY 202 Research Methods in Psychology Fall

This course will present an introduction to the design, analysis, and interpretation of psychological research. Students will also become familiar with the structure and style of psychological journal articles, and learn to write in scientific journal style. (PY 105, seniors by permission only) Staff

PY 203 Social Psychology Fall

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory,

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research, and application concerning the following topics will be considered: self-knowledge, attitudes, social influence, interpersonal relations, and group dynamics. (Not open to seniors except by permission)
SOC Ms. Campbell

PY 204 Personality Psychology Spring

This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. 2 hrs. lect., 1 hr. disc. (Not open to seniors except by permission)
SOC Mr. Velez

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne
SCI

PY 224 Abnormal Psychology Fall, Spring

This course will provide an overview of the abnormal behaviors currently classified as psychopathological. Data and issues related to the classification, occurrence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, and social factors that contribute to each disorder.
Mr. Riess, Staff
SOC

PY 225 Child Development Fall

This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include bio-

logical, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive teacher education credit.) 3 hrs. lect., 1 hr. disc. (Not open to seniors except by permission)
SOC Mr. Smith

PY 226 Adulthood and Aging Spring

Development does not stop with adolescence. As we progress through early, middle, and late adulthood, we undergo distinct physical, emotional, social, and cognitive changes that impact upon our lives and the lives of others. This course will consider these changes and the theories that have been developed to explain them. A primary emphasis of this course will be how the rapidly aging population of the United States will influence psychological theory, resource allocation, and the social concerns of the near future. (PY 105) Mr. Smith
SOC

PY 300 Addiction Fall

This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (Two psychology courses beyond PY 105)
Mr. Velez

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (One psychology course, or

biology background, or permission) 3 hrs. lect., 3 hrs. lab. Mr. Osborne
SCI

[PY 303 Perception]
SCI

PY 304 Child Psychopathology Fall

The interplay of biopsychosocial factors on child development will provide the context for discussion of behavior problems observed in children and adolescents. This course will cover the major categories of child psychopathology with special attention being given to assessment techniques, etiological hypotheses, and treatment paradigms. Clinical cases will be presented to demonstrate the functional utility of the material covered. (Two psychology courses, one being PY 224 or PY 225) Staff
SCI

PY 305 Cognitive Psychology Spring

Questions about the nature of mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (Required: PY 201 previously or concurrently; recommended: PY 202) 2 hrs lect., 3 hrs. lab. Mr. Smith
SCI

[PY 323 Social Cognition]

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experi-

ence in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. format. (Permission, three psychology courses beyond the introductory level, and junior or senior status) Staff

400-level Seminars

Seminars provide the advanced student with an opportunity to pursue particular content areas in depth. They require intensive writing and reading of the relevant literature.

PY 405 The Psychology of Racial/Ethnic Minorities Spring

This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (Junior or senior status; two psychology courses beyond the introductory level, or permission)

Mr. Velez

PY 412 Seminar in Child Clinical Psychology Fall

[PY 416 Limbic System]

[PY 417 Physiological Basis of Learning and Memory]

PY 420 Psychology of Women and Gender Spring

This seminar will focus on psychological issues related to sex and gender. The topics to be considered will include gender differences and similarities, sexuality, stereotypes and cultural values, gender learning and theories of gender, life cycle

RELIGION

issues related to gender, and the issues concerning the role of gender in the lives of men and women. (Junior or senior psychology or women's studies majors)

Ms. Campbell

PY 421 Seminar in Cognitive Development **Fall**

How does the immature mind of a newborn develop into the sophisticated and complex mind of the adult? As children grow older, their abilities to perceive, communicate, think, and remember undergo dramatic changes. This course will focus on the changes that accompany development in a wide variety of mental abilities. Such abilities include, but are not limited to, learning, memory, language, and reasoning. Theoretical perspectives that attempt to explain and predict these changes, as well as milestones in intellectual development, will be considered. (At least four psychology courses, including Child Development or Cognitive Psychology) Mr. Smith

PY 425 Diagnosis of Psychopathology **Spring**

In this seminar the student will learn how to make differential diagnoses of various psychopathologies using the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV). We will learn the signs, symptoms, and diagnostic criteria of many mental disorders (e.g., schizophrenia, depression, personality disorders) and how to identify them in specific cases to make accurate diagnoses. These goals will be accomplished by making and discussing diagnoses of characters in biographies, novels, and films. (At least four psychology courses, including Abnormal Psychology) Mr. Riess

PY 500 Advanced Research **Fall, Spring**

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission) Staff

PY 703 Honors Candidacy **Spring**

Students hoping to be considered as candidates for departmental honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department by 5 p.m.

on Monday of the eleventh week of fall classes in their senior year. If the proposal is approved, the student will enroll in PY 703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission) Staff

RELIGION

Professors: Robert Ferm, Steven Rockefeller; *Associate Professors:* John Keenan, Robert Schine, Katherine Sonderegger, Larry Yarbrough (chair); *Assistant Professor:* Tazim Kassam

Courses in religion are designed to acquaint students with the history of a variety of religious traditions and with contemporary approaches to the study of religious life and thought.

Required for the Major: A major in religion must satisfactorily complete 11 courses. Majors are expected to become acquainted with at least three separate religious traditions and to develop a more thorough understanding of one of the following fields of study: Biblical studies, Christianity, Buddhism, Judaism, Islam, Hinduism, history of religions, and approaches to the study of religion. Specific requirements include:

I. Three courses from the offerings on religious traditions

II. Three courses, including at least one seminar, in one of the fields of study listed above

III. Two electives chosen in consultation with the adviser

IV. RE 400 Seminar on the Study of Religion

V. RE 500 Independent Research during the fall (or spring) term of the senior year

VI. RE 700 Senior Research for Honors Candidates or a second RE 500 Independent Research project designed in consultation with the student's adviser

Cognate courses may be included in the major, but only with the *specific and prior* permission of the chair.

Joint Major: Students may design a major joining religion and another area of study. For guidelines on developing a joint major, see the *College Handbook*.

Religion Minor: The religion minor will consist of five courses, as follows: RE 103 or RE 120; three courses from the following: RE 201, RE 203, RE 204, RE 209, RE 210, RE 211, RE 212, and RE 214; one 300-level seminar, building on a course selected from the 200 level.

Departmental Honors: At the end of their junior year, students who have maintained a B average in departmental courses may elect to become candidates for departmental honors. During the fall semester of the senior year honors candidates begin a research project (RE 500) under the direction of a member of the religion faculty. Upon the recommendation of the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the winter and spring terms. A grade of B+ on the thesis and a B average in other departmental courses are the minimum requirements for the awarding of departmental honors.

INTRODUCTORY COURSES

The 100- and 200-level courses are open to all students without prerequisite or permission.

RE 103 Introduction to Religious Meaning Spring

Religion intimately influences how humans know themselves, others, and their world. This course will attempt to appreciate the many ways of being religious, and how religious self-understanding affects people's perception of reality and influences their being in the world. Topics will include: the nature of faith and religious experience; religious symbolism; the structures and dimensions of religious life; the many ways of understanding the ultimate in human experience; the role of ritual, myth, scripture, and doctrine in the for-

mation of individual, social, and cultural identity; and some critical approaches to the study of religion. Ms. Kassam

PHL

RE 105 An Introduction to Biblical Literature Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major characters, narratives, and poetry of the Jewish and Christian scriptures, with special emphasis on the ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281. Mr. Yarbrough

LIT PHL

[RE 110 Foundations of Western Religious Life and Thought]

PHL

RE 115 Introduction to Eastern Religious Thought Fall

An introduction to the major traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through principal scriptures and texts of each tradition. Mr. Keenan

PHL OTH

[RE 120 Human Questions: Religious Responses]

PHL

COURSES ON RELIGIOUS TRADITIONS

RE 201 Jews and Judaism Fall

An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought, i.e., monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradi-

RELIGION

tion and innovation; Jewish-Christian relations; anti-Semitism; Zionism and Israel.
PHL Mr. Schine

RE 203 The Islamic Tradition Fall

A historical and thematic introduction to the Islamic tradition and the worldwide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni and Shi'a; the formation of the traditions of hadith and shariah; Sunni schools of law and theology; regional diversity in Muslim faith and practice; and Islam in the West.

PHL OTH Ms. Kassam

RE 204 The Christian Tradition

Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues.

Ms. Sonderegger
PHL

RE 209 The Hindu Tradition

Spring

An introduction to the Hindu religious tradition, this course will trace the development of Hindu ritual, mythology, philosophy, and society from Vedic times to the present, with special reference to the law of *karma*, caste, *dharma*, women, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical Vedic and Pauranic literatures, major sectarian divisions, and diversity of local expressions.

Ms. Kassam
PHL OTH

[RE 210 The Buddhist Tradition in India]

PHL OTH

RE 211 The Buddhist Tradition in Korea and Japan Spring

The main focus of the course will be on Japan, with a brief treatment of the Korean forms of Hwaom and Son Buddhism, focusing on the central influence of the teachings of Chinul. Topics on the development of Japanese Buddhism will be the initial impact of Buddhism on Japan and the subsequent development of Shinto, classical Nara Buddhism, Kukai and Shingon, Tendai philosophy, Shinran on Pure Land, and Dogan and Bankei on Zen, and the appearance of the New Religions in the last century.

Mr. Keenan
PHL OTH

[RE 212 Chinese Religions]

PHL OTH

[RE 214 The Tantric Tradition in India, Tibet, China, Japan]

PHL

[RE 217 Greco-Roman Religions]

Next offered in 1996-97

PHL

RE 220 The Shaping of American Religious Life Fall

A study of historical sources of the Western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America and the impact of social and intellectual change in the late nineteenth and twentieth centuries.

Mr. Ferm
PHL HIS USA

COURSES ON TEXTS AND TOPICS

RE 230 Nature and Grace: An Introduction to Catholicism Spring

Catholic life and thought cannot be understood apart from Thomas Aquinas, but they cannot be restricted to him either. This course offers an introduction to Catholicism that examines Thomistic teaching on sacraments, human nature and perfection, the highest end of individuals and societ-

ies, and the moral life. In addition, we will read modern theologians, philosophers, and literary writers who bring this tradition into the contemporary world. Readings in the *Summa Theologica*, von Balthasar, Maritain, Rahner, Flannery O'Connor, Hopkins, Liberation theologians, mystics, and moralists. Ms. Sonderegger
PHL

[RE 235 Christianity and Modern Culture]

PHL

RE 239 Faith, Freedom, and Ecology **Fall**

Using readings that reflect a wide variety of philosophical and religious perspectives, this course will explore the nature and interrelation of human freedom, moral responsibility, democratic social values, ecology, environmental ethics, and religious faith. Readings, lectures, and discussions are designed to introduce students to critical issues in the contemporary debate over a worldview and global ethic adequate to the challenges of the 21st century.

PHL Mr. Rockefeller

[RE 240 Shia Islam]

PHL OTH

[RE 241 Islamic Mysticism]

PHL

RE 270 The Origins of Judaism

Spring

A study in the varieties of early Judaism from the Maccabees through the second century. Topics will include: Jewish sects and factions: Pharisees, Sadducees, Essenes, Zealots; Rabbinic thought and law; early Christianity in its relation to Judaism; the status of women in first- and second-century Jewish society. Texts will be drawn from the Jewish Bible, Rabbinic literature, the apocrypha and pseudepigrapha, Philo, Josephus, the Dead Sea Scrolls, and the New Testament. Finally, the course will examine and compare nineteenth- and twentieth-century Jewish and Christian historical reconstructions of early Judaism.

PHL Mr. Schine

[RE 271 Jewish Mystics and Philosophers]

PHL

RE 280 Studies in Hebrew Bible/ Old Testament **Fall**

An introduction to the history, literature, and culture of ancient Israel. Topics to be addressed include: the narratives of Genesis, Exodus, the settlement, the monarchy, and the exile; legal traditions; worship; wisdom; and expectations for the future. Using modern critical methods, the course is designed to give the student an appreciation of the major issues related to the historical, literary, and religious significance of the Jewish Bible and the Christian Old Testament. Mr. Yarbrough

PHL HIS

RE 281 Studies in the New Testament **Spring**

This introductory course examines early Christian life and thought as reflected in the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Themes to be examined include: the kingdom of God in the parables of Jesus, narratives of the death and resurrection of Jesus, the concept of "salvation," the organization of the church, and early Christian ethics. Mr. Yarbrough

PHL HIS

[RE 290 Women's Religious Life and Thought]

PHL

[RE 292 Psychology of Religion]

PHL SOC

SEMINARS IN RELIGION

[RE 301 Modern Views of God and Religious Life: The Nineteenth Century]

PHL EUR

RELIGION

[RE 302 Modern Views of God and Religious Life: The Twentieth Century]

PHL EUR

RE 303 Religion, Ethics, and the Environment Spring

This course seeks to clarify and explore the religious and ethical dimensions of the environmental crisis. It is especially concerned with the religious and ethical transformations that may be necessary if humanity is to live in harmony with nature. Selected readings from the Buddhist, Christian, Jewish, Islamic, and Native American traditions and from contemporary philosophers and environmentalists. (One RE 100- or RE 200-level course or permission)

PHL Mr. Rockefeller

[RE 304 Seminar in Jewish Thought: The Twentieth Century]

PHL

[RE 305 The Idea of God]

PHL

[RE 306 From Puritanism to the Gospel of Wealth]

PHL HIS USA

RE 308 Seminar in American Religious History Fall

The focus of the seminar will be on post-Depression America. Some of the topics to be considered are Supreme Court decisions on church and state, popular religious piety, the religious/political right, and sectarian forms of the religious outsider.

PHL HIS USA Mr. Ferm

RE 309 Seminar in Biblical Studies Spring

The topic for this year's seminar is the prophetic tradition, with special focus on Isaiah and Jeremiah. Consideration will be given to the place of prophecy in the Ancient Near East and its development in ancient Israel. The seminar will also consider the influence of the prophetic tradition on later religious and social life and thought. (RE 105 or 280 or by permission)

PHL Mr. Yarbrough

RE 310 Issues in Modern Religious Thought Spring

For the year 1995-96, the seminar will explore the topic "Religious Ethics in the West." How have the religious traditions in the West regarded moral questions? How have Christians and Jews viewed the good life, the just society, the goal and purpose of human life? We will examine varying traditions of religious ethics, from Divine Command theory to Virtue theory, and then turn to their application. How shall Christians and Jews view war and revolution; poverty and hunger; class, race, and gender; abortion, sexuality, medical research, and technology? Does religion transform all ethical thinking and action?

PHL Ms. Sonderegger

[RE 311 Seminar in Buddhist Philosophy]

PHL OTH

[RE 312 Buddhist and Christian Enlightenment]

PHL

[RE 314 Seminar in Christian Origins]

PHL

[RE 316 Seminar in Buddhist Ethics]

Next offered in 1996-97

PHL OTH

[RE 317 Seminar in Taoism]

PHL OTH

RE 340 Seminar in Islam: Islamic Cultures in Local Context

Fall

This seminar will explore the spread of Islam in different regions of the world with particular focus on the Asian continent. By examining the role of regional history, traditional culture, and political economy on the development of particular Muslim societies, students will attempt to gain a comparative perspective on the diversity of local expressions of Islamic life. Among issues to be discussed are theories of conversion to Islam; the debate between universal or normative Islam and its par-

ticular, indigenous expressions; and modes of manifestation of Islamic faith in social order, gender, art and architecture, literature, and folklore. Ms. Kassam

PHL OTH

RE 400 Seminar on the Study of Religion **Fall**

This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. Mr. Keenan

RE 500 Independent Research **Fall, Winter, Spring**
Staff

RE 700 Senior Research for Honors Candidates **Fall, Winter, Spring**
Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major:

- CL 105 Introduction to Hebrew
- CL 206 Intermediate Hebrew
- PA 232 Philosophy of Religion
- PA 253 Confucianism and the Confucian Tradition in East Asia
- SA 308 Sociology of Religion
- SA 380 Anthropology of Religion

RUSSIAN

Professors: Thomas Beyer, Sergei Davydov; *Associate Professor:* Kevin Moss (on leave academic year); *Assistant Professor:* Snejana Tempest; *Lecturer:* Alexandra Baker

The following courses taught in English by the department of Russian are open to majors in other departments: RU 151, Russian Literature's Golden Age; RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 251, Epic, Myth, and Ritual in Soviet Literature; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theatre; RU 354, Chekhov; RU 356, Russian Literature of the Sixties and Seventies.

Required for the Major: Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201, and RU 202 or through satisfactory scores on a qualifying examination.

Normally, a major program will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 323, RU 324, and three other courses, including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in Russia (located at Moscow University). Each student's program will be planned individually in consultation with the department chair. Students of Beginning Russian will take a continuation course during winter term.

Senior Program and Honors: This will consist of a seminar taken during the senior year. Students with an overall B average and a B+ average in Russian courses will be encouraged to prepare an honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A- (High Honors); B+ (Honors).

Students majoring in Russian should plan on studying a second field as a concentration or minor. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, and the like, are advised to have concentrations or minors in one of the following fields: economics, geography, history, or political science. The Russian-East European studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Minor Programs: The Russian department offers three minor programs: *Russian Language*, RU 101, RU 102, RU 103, RU 201, RU 202, RU 301, RU 302; *Russian Language and Culture*, RU 201, RU 202, RU 301, RU 302, RU 323, RU 324; *Russian Literature and Culture*, RU 151, RU 323,

RUSSIAN

RU 324, and any three of the following: RU 152, RU 351, RU 352, RU 354, RU 704.

Middlebury offers two semester-length programs at Moscow University each year. These programs, one taught in the fall and one in the spring, are open to undergraduates who have had at least the third-year Russian course at Middlebury. Students who begin Russian language study in their first year will thus have to spend a summer in the Russian School in order to participate in the Moscow program as juniors. Interested students should consult with the chair as early as possible concerning the program, since the number of places is limited.

Students in Middlebury's program in Russia take three courses, one each in conversation, composition, and culture/civilization at the university's newly established Humanities Center and one additional course of their choice along with Russian students. This fourth course is selected from the full university curriculum and is graded on a pass/fail basis. This brings the total number of units of credit to four, the equivalent of a semester at Middlebury.

Beginning with the 1995-96 academic year, students may elect to study in Moscow for two semesters. During the second semester, they will select four courses from the Moscow University curriculum.

A limited number of students will be approved each year for study with the American Collegiate Consortium program in the former Soviet Union. Candidates for this program must maintain at least an A- average in Russian department courses.

Students interested in the teacher certification program should consult with the chair of the department and with the director of teacher education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginning Russian Fall

Approach to the language using four skills to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar provide a firm foundation

for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sessions) and intensive use of the language laboratory.

LNG Ms. Tempest, Mr. Davydov

RU 102 Beginning Russian Winter

Continuation of RU 101. (RU 101 or equivalent) Staff

LNG

RU 103 Beginning Russian Spring

Continuation of the approach used in RU 101 and RU 102, but with increased emphasis on reading. Seven class meetings per week (two lectures, five drill sessions) and intensive use of the language laboratory. (RU 101 and RU 102 or equivalent)

LNG Ms. Tempest, Mr. Davydov

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) Fall

This course acquaints students with the history and development of and critical reaction to Russian literature from Pushkin to Tolstoy. Brief lectures on Russian literary and cultural background will supplement class discussion, enabling students to enter the magical world of manipulation utilized by Russian authors to circumvent the powerful censors. Discussion topics include economics and sociological, philosophical, and historical considerations relating to the unique literariness of the texts. Students achieve sophistication in literary techniques, as well as an awareness of the Russian experience. Students with some knowledge of Russian should register for section A, all others for section B.

LIT EUR Mr. Beyer

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880- Present (in English) Spring

This course introduces students to the exciting new experiments of Russian authors competing against and reacting to Russia's Golden Age masters. Discussion supplemented by brief lectures will focus on outstanding works representing various

styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from decadence, symbolism, civil war, constructionism, utopian, five-year plan, war communism, socialist realism, thaw, and protest literatures. Emphasis is on excellent literature rather than the traditional approach to the Soviet classics. Students with some knowledge of Russian should register for section A, all others for section B.

LIT EUR Mr. Beyer, Mr. Davydov

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. Five class meetings per week and use of the language laboratory. (RU 103 or equivalent)

LNG Mrs. Baker

RU 202 Intermediate Russian

Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. Five class meetings per week and use of the language laboratory. (RU 201 or equivalent)

LNG Mrs. Baker

[RU 251 Epic, Myth, and Ritual in Soviet Literature (in English)]

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent)

LNG Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness.

LNG Mrs. Baker

RU 323 Russian Culture and Civilization I Fall

Lectures and readings in Russian covering the time period between the foundation of Kievan Rus and the mid-nineteenth century. Additional readings in English will be supplemented by class discussions and oral and written reports in Russian. (RU 202 or equivalent) Mr. Davydov

LIT HIS

RU 324 Russian Culture and Civilization II Spring

Lectures and readings in Russian from the second half of the nineteenth century until the present. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian. (RU 202 or equivalent) Mr. Davydov

LIT HIS

RU 351 Dostoevsky (in English) Fall

Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. (No Russian is required.)

LIT EUR Mr. Beyer

[RU 352 Tolstoy (in English)]

LIT EUR

[RU 353 Russian Theatre (in English)]

RU 354 Chekhov (in English) Spring

The development of Chekhov as a short story writer, dramatist, and Russian literature's first conscious modernist. The majority of the course will be devoted to an analysis of Chekhov's "mature" stories (post-1885) and his four major plays. (No knowledge of Russian is required.)

LIT EUR Ms. Tempest

[RU 356 Russian Literature of the Sixties and Seventies (in English)]

[RU 401 Advanced Language Study]

RUSSIAN AND EAST EUROPEAN STUDIES

[RU 402 Advanced Language Study]

RU 500 Advanced Studies in Language and Literature
Fall, Spring
Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project: Advanced Language Study
Spring
Mrs. Baker

RU 704 Senior Seminar
Fall, Spring
Topic to be announced. (Senior majors) Mr. Davydov (fall), Mr. Beyer (spring)

RUSSIAN AND EAST EUROPEAN STUDIES PROGRAM

Participating Faculty: David Macey (history, director), Alexandra Baker (Russian), Thomas Beyer (Russian), Sergei Davydov (Russian), Michael Kraus (political science, on leave academic year), Ronald Liebowitz (geography), Kevin Moss (Russian, on leave academic year), Ben Slay (economics), Snejana Tempest (Russian)

A major in Russian and East European studies seeks to combine proficiency in the Russian language with a solid interdisciplinary background in the social science disciplines that specialize in this important region: economics, geography, history, and political science. Students who major in this field will be expected to do senior work in one of these disciplines utilizing their language skills.

The Russian and East European studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during the regular academic year and in Middlebury's summer intensive program. It is expected that majors in this program will also spend one or more semesters in Russia. Students who wish to present a language other than Russian to

satisfy the language component of this major must seek prior approval from the program director. Such approval is subject to the decision of the program faculty.

Requirements for Major: The program offers two paths to the major. Most students will be expected and encouraged to choose option A. Under this option, students will take three years of Russian language, will study for at least one semester in Russia, and will complete at least six courses in the social sciences (seven, if they are candidates for honors). Only those unable to study in Russia will choose option B. Students should take note of those courses that have prerequisites.

Option A:

Language: Satisfactory completion of RU 302; one or more semesters in Russia, and at least six additional courses including:

(a) Three of the following: EC 230, GG 222, HI 247, and PS 227 (under normal circumstances, these courses should be taken before going to Russia)

(b) Three additional courses, including a seminar in the social sciences (four, if a candidate for honors) chosen from section (a) above or EC 330, EC 430, GG 413, GG 422, HI 248, HI 404, PS 328, PS 408, PS 424, RS 500, RS 700, and RU 704

Option B:

Language: Satisfactory completion of RU 302 and at least eight additional courses including:

(a) Three of the following: EC 230, GG 222, HI 247, and PS 227

(b) Three additional courses, including a seminar (four, if a candidate for honors) chosen from section (a) above or EC 330, EC 430, GG 413, GG 422, HI 248, HI 404, PS 338, PS 408, PS 424, RS 500, and RS 700 or RU 704.

(c) RU 151 or RU 323 (in Russian) and RU 324 (in Russian)

Actual courses offered will vary from year to year depending on staffing.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Departmental Honors: Students who have a B+ average or better in their courses in the program may elect to seek honors by writing a two-semester thesis (RS 700). Ideally, the thesis will begin as a seminar paper. Permission for this project must be obtained in advance. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Requirements for Minor: A minor in Russian and East European studies will consist of five courses from at least three departments, including at least one course at the 400 level, chosen from: EC 230, EC 330, EC 430, GG 222, GG 413, GG 422, HI 247, HI 248, HI 404, PS 227, PS 338, PS 408, PS 424, and RS 500.

Course listing:

EC	230	Comparative Transitions
EC	330	Comparative Economic Systems
EC	430	Post-Communist Economic Transition
GG	222	The Political Geography of Russia
GG	413	Population Geography: Challenges to the Nation-State
GG	422	Russian Geography
HI	247	Traditional Russia
HI	248	Russian Revolution and the Soviet Experiment
HI	404	Readings in Russian and Soviet History
PS	227	Soviet and Post-Soviet Politics
PS	338	Political Development of East and Central Europe
PS	408	Seminar on United States Relations with Russia and East/Central Europe
PS	424	Seminar on the Politics of Post-Communist Transitions
RU	101	Beginning Russian
RU	102	Beginning Russian
RU	103	Beginning Russian
RU	201	Intermediate Russian
RU	202	Intermediate Russian
RU	301	Russian Conversation and Composition
RU	302	Russian Conversation and Composition

SOCIOLOGY/ANTHROPOLOGY

RU	151	Russian Literature's Golden Age (1830-1880) (in English)
RU	323	Russian Culture and Civilization I
RU	324	Russian Culture and Civilization II
RU	704	Senior Seminar
RS	101	Beyond the USSR: From Union to Disunion

For complete descriptions of these courses see listings under the appropriate departments.

[RS 101 Beyond the USSR: From Union to Disunion]

RS 500 Independent Project Fall, Spring

(Permission)

RS 700 Senior Thesis Fall, Winter, Spring

(Permission)

SOCIOLOGY/ ANTHROPOLOGY

Professors: A. David Napier, Margaret Nelson (chair); *Associate Professors:* Ellen Oxfeld (on leave academic year), E. Burke Rochford; *Assistant Professor:* Theodore Sasson; *Visiting Assistant Professor:* Tsehai Berhane-Selassie

The department of sociology/anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned

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primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of 10 fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305, SA 301, or SA 302, and SA 700 or SA 710), which emphasize basic concepts, theory, and research methods. Beginning with the Class of 1998, each student will also be required to take at least one 400-level seminar (preferably in the junior year). In addition, each student may choose five to nine (starting in 1998, four to eight) electives from the variety of substantive courses offered by the department, no more than two of which may be 100-level courses.

Ideally, students should take Research Process (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major: There is an established sociology/psychology joint major. From the sociology/anthropology department, the student must take SA 105, SA 252, SA 305, either SA 301 or SA 302, one related course (from among SA 103, SA 191, SA 288, SA 316, SA 355), one 400-level seminar, and one other elective in sociology/anthropology. From the psychology department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 205, PY 208, PY 224, PY 225, PY 226, PY 300, PY 304, PY 306), another related course (from among PY 207, PY 301, PY 303, PY 305), a 400-level seminar, and one other elective in psychology. Consult respective department chairs for details regarding senior work.

Sociology Minor: SA 105; SA 301 or SA 302; SA 305, SA 310, or SA 252; two elective courses in sociology, no more than one of which can be at the 100 level.

Anthropology Minor: SA 103; two courses in the "Area Studies in Anthropology" section below; two elective courses

in anthropology, no more than one of which can be at the 100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SA 700) or a two-semester senior thesis (SA 710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental honors. To achieve honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of honors will depend upon (a) achieving a minimum of a B average in all sociology/anthropology courses and (b) the final thesis grade: B+, Honors; A-, High Honors; and A or A+, Highest Honors.

INTRODUCTORY COURSES

Anthropology

SA 103 Selected Topics in Socio-Cultural Anthropology

Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. Staff

SOC OTH

[SA 170 Anthropology through the Arts]

Next offered in fall 1996

ART

[SA 190 The Evolution of Humans and Prehistoric Cultures]

SOC

Sociology

SA 105 Society and the Individual: Issues in Freedom and Constraint

Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Are individuals free to behave as they wish? In attempting to answer these questions, we shall apply the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber, Emile Durkheim, and Sigmund Freud. Their ideas will be considered in historical context and applied to selected contemporary social problems. (This course serves as an introduction to sociology.)

Mr. Sasson

SOC

SA 191 Introduction to Women's Studies in the Social Sciences

Fall

This course will explore the multifaceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach we will explore the major contributions of feminist theory to modern scholarship, as well as its implications for social change. While focusing primarily on the United States context, the course will necessarily incorporate the crucial challenges of black, "third world," and international feminist voices.

Ms. Nelson

SOC

THEORY AND METHOD IN SOCIOLOGY/ANTHROPOLOGY

SA 301 The Research Process: Survey Research and Quantitative Methods

Spring

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SA 105 or permission)

DED SOC

Mr. Rochford

SA 302 The Research Process: Ethnography and Qualitative Methods

Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors.

DED SOC

Mr. Napier

SA 305 Topics in Contemporary Social Theory

Fall

This course will analyze the way that sociological and anthropological theory can contribute to our understanding of the social world. The objective is to provide the students with a better understanding of how various theoretical approaches in the two fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the margins of both disciplines. (SA 105)

Ms. Nelson

SOC

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SOCIAL PROCESS, SOCIAL ORGANIZATION, AND COMPARATIVE INSTITUTIONS

Anthropology

[SA 304 Women, Culture, and Society]

SOC OTH

[SA 354 Ethnic Groups in the United States]

SOC USA

[SA 355 Race and Ethnicity]

Next offered in fall 1996

SOC

[SA 380 The Anthropology of Religion]

PHL SOC

[SA 382 Symbolic Anthropology]

SOC

[SA 387 Medical Anthropology: The Healer's Art]

SOC

Sociology

SA 215 Sociology of Education (CW)

Spring

In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. (This course will receive teacher education credit.)

SOC

Ms. Nelson

SA 252 Social Psychology

Spring

The purpose of this course is to examine the relationship between the individual and society. How individuals shape

society and how societies shape individuals will be a central topic of concern. This dialectical relationship will be considered relative to the particular relationship between modern society and the modern individual. Emphasis will also be placed on the ways in which social structures affect the psychological well-being of the modern social actor.

Mr. Rochford

SOC

SA 288 Deviance

Spring

This course will examine various sociological theories about the nature of deviant behavior and its causes. Specific forms of deviance to be examined include mental illness and crime. We will also examine the institutions (psychiatric hospitals, prisons) and agents of social control (police, psychiatrists) responsible for defining, processing, and treating deviant populations. Finally, at points throughout the course, we will ask what the study of deviance and its control can reveal about the nature of society in general.

Mr. Sasson

SOC

SA 307 Social Movements and Collective Action

Fall

An analysis of the range of factors that influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and the factors that influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior, and resource mobilization). Empirical studies will be used throughout the course.

Mr. Rochford

SOC

SA 308 Sociology of Religion (CW)

Fall

An analysis of classical and contemporary issues in the sociology of religion.

Emphasis will be given to individual religiosity, the characteristics of religious institutions and organizations, the social functions of religion for society change, and the changing role of religion in modern society. Specific topics will include the dynamics of religious conversion and commitment; church, sect, and cult formation; the relationship of religion to other social and cultural institutions; factors influencing the rise of new religious movements; and the process of secularization.

PHL SOC USA Mr. Rochford

[SA 310 Sociology of Politics and Power]

SOC

SA 349 Mass Media and American Society Spring

We live in a social world that is increasingly crowded with media images and messages, but we are often unsure about their effects. This course will focus on both public affairs and entertainment media. We will examine the ownership and control of media outlets, the organization of media production, the ideological contents of media products, and the effects of media messages upon audiences. Our objective will be to understand better the role of the mass media in American society.

SOC USA Mr. Sasson

[SA 390 Sociology of Women]

SOC

[SA 396 The Sociology of Death and Dying]

SOC

SA 444 The Contemporary Metropolis: Topics in Urban Sociology Fall

American cities are in crisis. Crime, violence, poor schools, persistent poverty, racial segregation, middle-class flight, degraded infrastructure—all contribute to the prevailing sense of decline. After a brief survey of the major theoretical statements on urbanization, this course will examine a selection of urban social problems. Our objective will be to determine their dimen-

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sions, understand their sources, and evaluate the merits of contending remedies.

SOC USA Mr. Sasson

SA 485 Seminar in Medical Sociology Spring

This course will study the delivery of health care in the United States. We will consider closely differences in access to medical services (and differences in the quality of care received) by individuals as separated by gender, socioeconomic status, and race. We will also examine current issues (e.g., the debates about universal health coverage, AIDS).

SOC Ms. Nelson

[SA 488 Seminar on the Sociology of Emotions]

[SA 489 The Sociology of Mental Illness]

AREA STUDIES IN ANTHROPOLOGY

[SA 321 Native Peoples of North America]

SOC OTH

SA 326 Latin American Culture and Society

(See supplement for description) Staff

SOC OTH

SA 332 Ethnography of Sub-Saharan Africa

(See supplement for description) Staff

[SA 335 Chinese Society and Culture]

SOC OTH

[SA 336 Indian Society]

SOC OTH

INDEPENDENT STUDY

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students by permission
Staff

SPANISH

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term.

Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70-80 pages. Superior performance will be considered for honors (see "Departmental Honors"). Due at the end of the winter term. Staff

SPANISH

Professors: Alicia Andreu (chair), Roberto Véguez; *Associate Professor:* Eduardo Béjar; *Assistant Professors:* Evelina Félicité-Maurice (on leave academic year), Montserrat Mir, José Alberto Portugal, Gladys White; *Visiting Instructors:* Adrián Massei, Mary Ann Newman

Major Program: The major consists of a minimum of 11 courses, including the following: (1) at least two courses of the series SP 300, SP 301, or SP 302 (one is required to go abroad). SP 301 is strongly recommended for study in Spain; SP 302 for study in Spanish America; (2) at least two literature courses at the 300 level (not including SP 300); and (3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 levels may be counted toward the major. SP 101, SP 102, SP 105, and SP 201 do not fulfill the distribution requirement; SP 219 may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 or 200 levels may be counted. Other requisites include SP 300, or SP 301 or SP 302, and at least one advanced course beyond the 300 level during the senior year.

Minor in Spanish: At least five courses, including the following: SP 219 (this requirement will be considered satisfied if a student places in a course above SP 219, through AP credit or department placement test); at least one but no more than two courses from the group SP 300, SP 301, SP 302; the rest from other courses at the SP 300+ level. Courses at this level can be taken at the summer or Madrid sessions of the Spanish School, or with departmental approval, with study abroad programs in Spain and Latin America sanctioned by Middlebury's Programs Abroad Committee.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature (one credit for an AP grade of 3, two credits for an AP grade of 4 or 5). In all cases the student must satisfactorily complete a course at the 300 level before the credit will be awarded. AP credit does not affect course placement.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken either SP 300, SP 301, or SP 302. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the head of the Spanish section of the department, preferably before registration for fall semester of their sophomore year.

All majors going to Madrid with the Middlebury program who have not taken

SP 300 on the Vermont campus are required to take it in Madrid. All majors going to a Spanish-American country who have not taken SP 300 at Middlebury are required to take courses on literature of Spanish America or of the host country, one course if the stay abroad is for one semester, two courses if the stay is for the whole academic year. These courses will count toward the department's literature requirement. Non-major students may go abroad after taking SP 219 with a minimum grade of B+.

The following is a representative list of courses offered in the Middlebury program for juniors in Madrid in the last few years.

Fall

- 331 Fondo histórico de España
- 339 Política española contemporánea
- 340 Arte en los museos de Madrid
- 352 La comunidad económica europea
- 359 Madrid en la vida de España
- 407 Análisis comparativo: Inglés/Español
- 469 Teatro moderno español

Spring

- 340 Arte en los museos de Madrid
- 342 La actualidad española
- 350 Relaciones exteriores españolas: Tendencias actuales
- 354 La mujer en la sociedad española
- 410 El subjuntivo
- 452 España después de Franco
- 453 La transición española en los documentales
- 482 La ficción en la literatura española: el cuento

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an honors candidate (SP 705). The department will award Honors, High Honors, or Highest Honors on the basis of the student's thesis completed in SP 705 and his or her previous work in the department. SP 705 is not considered one of the 11 courses required for the major.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SP 101 Intensive Beginning Spanish

Fall

This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. The course is open only to students who have not previously studied Spanish. Students are expected to continue with SP 102 after successful completion of SP 101.

Ms. Newman, Ms. White

SP 102 Beginning Spanish

Winter

Continuation of SP 101, dealing with more complex Spanish. (SP 101 or placement)

Ms. Andreu, Ms. Mir,
Mr. Portugal, Ms. White

[SP 105 Intensive High Beginning Spanish]

SP 201 Intermediate Spanish

Fall, Spring

A course designed to consolidate the skills attained in SP 101 and SP 102 or the equivalent. Readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. This course meets five hours a week. (SP 102 or placement)

Mr. Béjar, Mr. Massei,
Ms. Mir, Mr. Portugal

SP 219 Self-Expression in Spanish

Fall, Spring

A middle-level course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SP 201 or placement)

Ms. Mir, Mr. Portugal, Ms. White

LNG

SPANISH

SP 300 An Introduction to the Study of Hispanic Literature (CW) Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Section A satisfies the College writing requirement. (SP 219 or equivalent) Ms. Andreu, Mr. Massei
LNG LIT

SP 301 An Introduction to Spain Spring

This course will study the history, art, and literature of Spain as a way of understanding better the culture of the country. It is strongly recommended for students planning on going to Madrid with the Middlebury program. *This course is closed to juniors and seniors returning from study in Spain.* (SP 219 or equivalent) Ms. Newman
LNG EUR

SP 302 Ideas and Cultures of Spanish America Spring

An analysis of major sociopolitical and cultural elements present in representative Spanish-American texts, from the initial period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish-American civilization. *This course is closed to juniors and seniors returning from study in Spanish America.* (SP 219 or equivalent) Mr. Portugal
LNG OTH

[SP 311 Words in Action: Contemporary Hispanic Theatre] LNG LIT OTH

[SP 312 Spanish as the Fabric of Verse] LIT

SP 321 The Literature of Spain Spring

An introduction to masterworks of Spanish literature. We will examine the historical and cultural backgrounds of the pe-

riods under study, and discuss the literary works that best represent them. Students will be required to do class presentations and to write papers. (SP 300, SP 301, or SP 302) Mr. Véguez
LNG LIT EUR

SP 322 The Literature of Spanish America Fall

An introduction to masterworks of Spanish-American literature. We will examine the historical and cultural backgrounds of the periods under study and discuss the literary works that best represent them. Students will be required to do class presentations and write papers. (SP 300, SP 301, or SP 302) Mr. Béjar
LNG LIT OTH

SP 355 Spanish in the U.S. Fall

This course will trace the diverse paths of Hispanic culture in the United States by examining the impact of multiple emigrations on the Spanish language (Puerto Rican, Mexican, and Cuban communities). Emphasis will be placed on the sociolinguistic and cultural changes that Spanish speakers have undergone in the U.S. The notion of bilingualism will be studied with relation to language change, acculturation, and identity. We will also examine the different varieties of Spanish spoken by Hispanics in the U.S. Ms. Mir
LNG SOC USA

[SP 370 Gay and Lesbian Themes in Latin American Writing] LNG LIT OTH

SP 371 Unamuno and the Generation of 1898 Spring

The purpose of this course is to acquaint students of Spanish with what is traditionally known as the Generation of 1898 through one of its major figures, Miguel de Unamuno. The works of Unamuno illustrate why this generation has been considered one of the finest in Spanish literary history and why the writer's books are still regarded as current and original. (SP 300, SP 301, or SP 302) Ms. Andreu
LIT EUR

SP 374 Spanish Women Writers
Spring

The purpose of this course is to discuss a wide range of contemporary Spanish women writers. Its aim is to examine women's writing and to explore the ways in which that writing has changed and developed over time and particularly under the influence of the current wave of feminism. (SP 300, SP 301, or SP 302)

LIT EUR Ms. Andreu

SP 385 Translation: Reading with Two Minds
Spring

Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language—polysemy, nuance, tropes, difference, and the like—and how these are embedded in each language in a unique way. Translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into language itself. *Students must have spent a semester abroad or have taken at least three 300-level courses.* Ms. Newman

LNG SOC

SP 402 Cervantes y el Don Quijote
Spring

A detailed discussion and analysis of the *Quijote*, with additional readings from major literary and cultural sources. (Seniors/others by permission) Ms. White

LIT EUR

[SP 476 Caribbean Women Writers: Expanding the Canon]

LIT OTH

[SP 479 A Broad and Alien World]

LIT OTH

SP 480 Beyond the Realm of the Senses: Contemporary Spanish-American Literature of Fantasy
Spring

This seminar will focus on major manifestations of Spanish-American narrative of fantasy in the twentieth century. We will

examine the formal aspects, as well as the cultural and literary contexts, of fiction by Borges, Rulfo, Bombal, Cortázar, Mujica Láinez, Fuentes, Garro, Carpentier, and García Márquez. (Seniors/others by permission)

Mr. Massei

LIT

[SP 481 Spanish Women Writers: Expanding the Canon]

LIT EUR

[SP 483 Spanish-American Dissident Narratives]

[SP 484 Female Erotic Literature of Latin America]

SP 485 The Contemporary Spanish Novel
Fall

This course will review some key novels of nineteenth- and twentieth-century Spanish literature. The main goal is to highlight the works of major contemporary writers, as well as to analyze them within their own cultural contexts. (Seniors/others by permission)

Ms. Andreu

LNG LIT EUR

SP 486 The Spanish-American Narrative of the Boom
Fall

This course will study the major narrative texts known as the "Boom" in relation to Spanish-American literary history and their sociopolitical context. We will read such authors as Carpentier, Borges, Cortázar, Vargas Llosa, Donoso, and García Márquez. (Seniors/others by permission)

LIT OTH

Mr. Béjar

SP 500 Independent Study
Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work.

Staff

SP 705 Seniors Honors Thesis
Spring

Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an honors thesis proposal.

TEACHER EDUCATION

2. The student should have a topic that he/she wants to develop into an honors thesis.
3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department by *November 1*.
5. If the subject matter is deemed viable by the adviser, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.

TEACHER EDUCATION

Professor: Richard Dollase (chair); *Lecturers:* Joanna Hall, Harry Lawrence, Betsy Thurber, Judith Vaill

While teacher education is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration or as a minor. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below receive an initial license to teach in the State of Vermont, whose license is recognized by the following states and the District of Columbia. (Some states now require a teacher competency examination, however, before licensure will be granted.)

Alabama	New Jersey
California	New York
Connecticut	North Carolina
Delaware	Ohio
District of Columbia	Pennsylvania
Florida	Rhode Island
Hawaii	South Carolina
Idaho	Tennessee
Maine	Utah
Maryland	Virginia
Massachusetts	Washington
Minnesota	West Virginia
New Hampshire	

Holders of the initial Vermont license who are teaching must qualify for a regular professional license according to the requirements of that state, whether Vermont or any other state.

Students interested in earning teacher licensure should notify the teacher education office of their interest as early as they can, preferably by the fall of the sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (four course units) to their student teaching and their study of teaching methods.

In order to gain teacher licensure in the State of Vermont, a prospective teacher must submit a portfolio that demonstrates his or her teaching competence with regard to subject matter, teaching strategies and skills, and professional relations. The portfolio will be organized around a series of substantive questions that the applicant will be asked to reflect upon throughout his or her preparatory courses. The portfolio will be reviewed periodically, and at the end of the practicum the student teacher will make an oral presentation to the Teacher Education Program Review Committee.

Requirements for Elementary Licensure (Grades K-6):

1. One term of college science, preferably in the physical sciences; or a one-term course in mathematics (highly recommended; see mathematics department for relevant courses)
2. A one-term course in the foundations of education (PY 225 Child Psychology, TE 203 Curriculum History in Element-

tary and Secondary School Settings, or SA 315 Sociology of Education)

3. A one-term course on the methods and materials of teaching reading, language arts, and the social studies at the elementary school level (TE 305)

4. A one-term course on the methods and materials of teaching mathematics and science at the elementary school level (TE 315)

5. A winter term course on the methods and materials of teaching the arts at the elementary school level

6. The professional semester: TE 404 Curriculum Development in Elementary Education (seminars/workshops in physical, health, and special education); TE 405, TE 406, TE 407 Student Teaching in the Elementary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

Requirements for Secondary Licensure

(Grades 7-12):

1. A major or its equivalent in a discipline that coincides with a subject taught widely in public secondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary-level licensure in the following areas: art, computer science, dance, English, French, German, Russian, Spanish, mathematics, biology, chemistry, geology, physics, Earth science, history, and the other social sciences. Students who intend to major in the social sciences or who wish double licensure should consult the director of teacher education as early as possible in their college careers.

2. A one-term course in the foundations of education (TE 201 Critical Issues in American Education, TE 202 Issues in Adolescent Development, or TE 203 Curriculum History in Elementary and Secondary School Settings)

3. A winter term field experience course working as a teacher assistant in a secondary school

4. A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects (TE 320)

5. The professional semester: TE 414 Problems and Methods of Secondary Education;

TE 415, TE 416, TE 417 Student Teaching in the Secondary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

The following foundation of education course is highly recommended: SA 315 Sociology of Education (see listing in sociology/anthropology).

[TE 201 Critical Issues in American Education]

TE 202 Issues of Adolescent Development Spring

Multiple perspectives on the physical, cognitive, and psychosocial transitions related to adolescent development. Drawing upon cross-disciplinary studies from psychology, sociology, and the field of education, topics considered include adolescent peer culture, adolescent ethnocentrism, new male/female roles, gifted education, and learning needs and learning problems of the adolescent. Field work is required for those planning to teach at the secondary level. (Seniors must have permission of instructor to enroll.) Mr. Dollase

TE 203 Curriculum History in Elementary and Secondary School Settings Spring

This course will examine various aspects of educational programs over time in different social, economic, and political contexts. Those aspects include what is taught, what students learn, what teaching and learning strategies are used, and how a course of study is organized. There will be a particular focus on the emergence of the curriculum idea, the twentieth-century struggle for the American curriculum, the formation of school subjects, and traditionalism and progressivism in the curriculum. Ms. Hall

TE/ES 302 Environmental Education: A Bioregional Approach Spring

(See environmental studies for description.) Mr. Elder

TEACHER EDUCATION

TE 305 The Pedagogy of Reading and Writing in the Elementary School Spring

An examination of the processes of reading and writing, the perceptual and language skills involved, and the nature of the task confronting children attempting to gain literacy. Also an introduction to social studies curriculum. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Field work is required for those planning to teach at the elementary level. Ms. Hall

TE 310 Urban Education Fall

Education problems of the inner city considered in the context of schools and community. Current issues and crises in urban education are examined from historical, philosophical, psychological, and pedagogical perspectives. Topics include compensatory education and head start, curriculum of inclusion, school desegregation, bilingual-bicultural education, cognitive styles, and student resistance and dropouts. (Enrollment limited to 15 students; open to juniors and seniors) Mr. Dollase

TE 315 The Teaching of Mathematics and Science in the Elementary School Fall

An examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 320 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area.

Mr. Dollase

[TE325 Contemporary Topics in Higher Education]

TE 404 Curriculum Development in Elementary Schools

Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health, physical, and special education will also be considered. (Corequisite: TE 405, TE 406, TE 407) Ms. Hall

TE 405 Student Teaching in Elementary Education

Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. (Corequisite: TE 404) Ms. Hall

TE 406 Student Teaching in Elementary Education

Fall, Spring

See TE 405.

TE 407 Student Teaching in Elementary Education

Fall, Spring

See TE 405.

TE 414 Problems and Methods in Secondary Education

Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415, TE 416, TE 417)

Mr. Dollase, Ms. Thurber

TE 415 Student Teaching in the Secondary School

Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by estab-

lishing a congenial forum of peers and College supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414) Staff

TE 416 Student Teaching in the Secondary School
Fall, Spring
See TE 415.

TE 417 Student Teaching in the Secondary School
Fall, Spring
See TE 415.

Three winter term courses are regularly offered at Middlebury:

Children and the Arts

A study at the elementary level of the integration of the arts into classroom activity and children's literature, with particular emphasis on the value of the arts and on the creative process. Students will participate 15 hours a week in school settings where the arts are emphasized. Students will gain a fuller appreciation of the creative process through studio arts activities and a portfolio of their artistic works. This course is required for students concentrating in teacher education at the elementary level.
Ms. Hall

Field Experience in Secondary Education

This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as a teacher assistant. Tasks will vary but usually include observing classes, tutoring, directing small-group work, and the like. Students are required to be in the school five mornings per week (8:30-1:00). In addition, seminars will be held on two afternoons (1:30-3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the teacher education office.
Ms. Vaill

Field Experience Internship at DeWitt Clinton High School

This course provides teaching and learning opportunities at DeWitt Clinton High School, an urban school in New York City. During the term, each student will be assigned to work as an intern with a classroom teacher. Tasks will vary but will include observing classes, tutoring, grading quizzes and homework, directing small-group work, and perhaps making some large-group presentations. Students are required to spend five full days at the school each week. Prior to registering, students should have filled out an application available from the teacher education office, and completed an interview with the DeWitt Clinton Internship Committee. Limit on enrollment: 10. Graded Honors, Pass, Fail.
Mr. Dollase

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the teacher education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15 of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15 of the previous semester. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, TE 406, TE 407, or TE 415, TE 416, TE 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre-practicum course requirements, including 60 hours of field work at an elementary or secondary school, and meet the prerequisites for acceptance into the professional semester (see below). Tuition is the equivalent of the one-course special student fee charged for that semester. In addition, students will be expected to live off campus and to provide for their own housing and meals.

THEATRE, DANCE, AND FILM/VIDEO

Prerequisites to the Professional Semester:

1. Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by (a) successful completion of a first-year student writing course; (b) assessment by the teacher education program staff of a student's language facility in methods and materials courses; (c) achievement of a score of 475 or more on the mathematics section of the Scholastic Aptitude Test or passing a basic skills test in mathematics; (d) assessment by the department chair in the student's major (secondary) or by the appropriate liberal arts faculty and the teacher education program staff (elementary).

2. Demonstrated intellectual competence as attested by one or more of the following: (a) an overall B average the semester before student teaching; (b) a B average in the field of major studies before student teaching; (c) review by the Teacher Education Program Review Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Review Committee will be submitted to the vice president for academic affairs for final approval.

3. Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by (a) satisfactory performance in field work in the school as an observer, tutor, or teacher assistant; (b) a recognized interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the teacher education program staff; (c) possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness, and flexibility to adapt to new situations as evaluated by the teacher education program staff, cooperating teachers involved in the student's field work, and by other faculty at the College.

Also, the following course requirements must be completed:

1. For elementary licensure, successful completion of PY 225 (or an equivalent course in the foundations of education), TE 305, TE 315, a winter term meth-

ods course in the arts and music, and a one-semester course in science

2. For secondary licensure, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 320

3. For all secondary-level licensure fields, the teacher assistant program (winter term)

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education

TE 404 Curriculum Development in Elementary Schools

TE 405, TE 406, TE 407

Student Teaching in Elementary Education

Secondary Education

TE 414 Problems and Methods in Secondary Education

TE 415, TE 416, TE 417

Student Teaching in the Secondary School

THEATRE, DANCE, AND FILM/VIDEO

Professors: Andrea Olsen (on leave fall and winter), Ted Perry, Douglas Sprigg; *Associate Professors:* Cheryl Faraone (on leave winter and spring), Arthur St. Leger Grindon, Richard Romagnoli (chair, on leave winter and spring); *Assistant Professors:* Julie Emerson, Mark Evancho (on leave academic year); *Visiting Assistant Professor:* Peter B. Schmitz; *Lecturers:* Penny Campbell, Donald Mitchell; *Technical Director:* Allison Rimmer; *Assistant Technical Director:* Christopher O'Leary; *Lighting Designer and Technical Director for Dance:* B-St. John Schofield; *Costume Director:* Linda Waters

MAJOR PROGRAM

The department of theatre, dance, and film/video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue, depending on their area of emphasis, some combination of acting, directing, design, playwriting,

dramatic literature, dance, film/video, screenwriting, or video-making.

Required for the Major: All majors take the following courses: The Creative Process (AD 116) and Independent Project (TH 500/507). In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance, or film/video.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre emphasis guides students toward an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and/or playwrights.

Students choosing the theatre emphasis will take TH 214, Directing I, plus one course in design to be determined in consultation with their adviser. In addition, students will choose either the acting/directing track or the design/production track.

Acting /Directing Track

Students choosing the acting/directing track will take three courses in drama/history (see below) and five courses in performance (see below), to be determined in consultation with their adviser.

Design/Production Track

Students choosing the design/production track will take AR 101, AR 102, plus one course in drama/history (see below) and five courses in design (see below), to be determined in consultation with their adviser.

Drama/History: Introduction to Drama Study (TH 106), History of Fashion (TH 115), Contemporary Women Playwrights (TH 206), Contemporary British Playwrights: The Second Wave (TH 208), American Drama (TH 216), Modern Drama (TH 226), Twentieth-Century Performance Aesthetics (TH 306), Shakespeare (EL 321), History of Western Drama (TH 326).

Performance: Acting I: Beginning Acting (TH 102), Acting II: Voice for the Actor (TH 202), Acting III: Scene and Monologue Study (TH 302), Acting IV: Styles of

Acting (TH 402), Production Studio: Acting/Directing (TH 210/220)*, Repertory Company (TH 429)*, Playwriting I (TH 218), New Plays: Playwrights and Directors (TH 228), Senior Independent Project (TH 700).

Design: Visual Creativity for the Stage (TH 101), Costume Design I (TH 105), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Fashion (TH 125), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 219/229)*, Repertory Company (TH 429)*, Senior Independent Project (TH 700).

(*Only one)

The Theatre Minor: The theatre minor consists of six courses, as follows: TH 101 Visual Creativity for the Stage, TH 102 Acting I: Beginning Acting, AD 116 The Creative Process, one production studio course, and any two dramatic literature courses with a theatre preface, one of which must be at the advanced level.

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through critical study and practice in modern and post-modern dance techniques, improvisation and choreography, history, anatomy and kinesiology, theoretical issues, and performance. Additional depth and range are achieved through work in theatre, art, music, and other areas of the College curriculum. Independent projects in the junior and/or senior years consolidate learning in special areas of interest.

Dance History (TH 284), Anatomy and Kinesiology (TH 276), a critical studies course such as Aesthetics (PA 223), three terms of technique above the 200 level, and an Independent Project (TH 500) are required. A Senior Independent Project (TH 700) may be approved in consultation with the faculty. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THEATRE, DANCE, AND FILM/VIDEO

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 200 level (TH 260, TH 261, TH 360, TH 361, TH 380, TH 381); (2) TH 276 Anatomy and Kinesiology or TH 215 Ecology and the Body; (3) TH 284 Dance History or TH 279 Movement Intentionality for the Stage; (4) one additional course from theatre, dance, or film/video course listings.

THE FILM/VIDEO EMPHASIS

Film and video are viewed in their broadest cultural implications and as independent art forms. Some course offerings stress the historical and critical study of film, television, and video, while other courses provide opportunities for making films (using video) and for writing screenplays.

Students who select a film/video emphasis take *The Creative Process* (AD 116), one course in independent work (TH 507), and *Film Form and Film Sense* (TH 130), as well as *Sight and Sound I* (TH 135) or *Screenwriting* (TH/EL 240). They also take *Film History* (TH 231) and *Junior/Senior Seminar* (TH 332), as well as one of the following: *Film and Modernism* (TH 330), *History of Video* (TH 333), or *Japanese Cinema* (TH 237). In addition, majors select three additional film/video courses taught within the department during a regular term, and at least one of these courses must be a film/video study (history, criticism, theory) course. Three cognate courses are also required for the film/video emphasis; they must be selected from among a list of pre-approved courses, which is available in the film/video office. These courses are chosen from among the College's regular offerings (200 level or above) in twentieth-century art, history, political science, literature, theatre, literary criticism, aesthetics, and American civilization, and must be distributed over these different fields.

The Film/Video Minor: The film/video minor consists of five courses, as follows: (1) TH 130 *Film Form and Film Sense*; (2) TH 135 *Sight and Sound I* or TH/EL 240 *Screenwriting Workshop*; (3) three additional courses from among the following, at least one of which must be a 300-level

course: TH 132 *The American Horror Film*, TH/AC 134 *American Film Genres*, TH 231 *Film History*, TH 235 *Sight and Sound II*, TH/AC 236 *Television in American Culture*, TH 237 *Japanese Cinema*, TH/AR 330 *Film and Modernism in the Arts*, TH 333 *History of Video*, TH/AC 334 *Authorship in the Cinema*, or TH/EL 341 *Screenwriting Workshop II*.

Departmental Honors: Both joint and full majors who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. To be eligible for High Honors or Highest Honors, a student must be a full major and have completed a high-quality Senior Independent Project (TH 700/707).

International Major: Students may choose to pursue an international major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advanced course in the department of the student's foreign language. Normally, the TH 700 project will make use of the student's work in the foreign language. Beginning with the summer of 1995, the structure of the international major has been streamlined to take advantage of Middlebury's summer language programs and enable international majors to complete the B.A. degree in two summers and three academic years. Qualified students can now accelerate their studies while achieving greater language proficiency and cultural understanding, and reducing the overall cost of their education. Students wishing to pursue international majors in theatre, dance, or film/video should consult Professor Clara Yu, the international major adviser.

College Writing Program

TH/EL 218 *Playwriting I* or TH/EL 240 *Screenwriting Workshop I* fulfill the College writing requirement.

DEPARTMENTAL COURSES

**AD 116 The Creative Process:
Theatre, Dance, Film,
and Music Fall, Spring**

A working examination of the process by which ideas are created and given shape in theatre, dance, film, and music. The individual creative experience is explored in terms of working methods and perceptual forms. AD 116 is a hands-on experiential course suggested for all students interested in exploring their creativity. Lectures, discussions, presentations, performances, and readings. Required of all majors in the department of theatre, dance, and film/video. (First- and second-year students only)

Mr. Haas, Music (fall)

Ms. Campbell, Dance (spring)

ART

**TH 500 Independent Project
Fall, Winter, Spring**

In consultation with their advisers, theatre and dance majors will propose a TH 500 Independent Project. Proposal forms approved by the student's adviser and the program area will be submitted to the department by April 15 of the previous term for those wanting credit in the fall term, by October 15 for those wanting credit in the winter term, and by November 1 for those wanting credit in the spring term. Projects will conform to Handbook "500" regulations and to the stipulations in the guidelines, which are available in the department office.

Staff

**TH 507 Advanced Independent
Work in Film/Video
Fall, Winter, Spring**

All film/video majors are required to undertake independent work involving the making of a video (only available in winter or spring), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office, along with a list of pre-requisites.

Staff

**TH 700 Senior Project
Fall, Winter, Spring**

Dance and theatre majors who have successfully completed a TH 500 project

have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements for each emphasis within the department.

Staff

**TH 707 Senior Independent Work
in Film/Video
Fall, Winter, Spring**

Film/video majors who have a B+ average in film/video courses and who complete TH 507 with a grade of B+ or better, and who wish to be considered for graduation honors, may apply to undertake independent work in film/video involving the making of a video (winter and spring only), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office.

Staff

THEATRE COURSES

**TH 101 Visual Creativity for the
Stage Fall**

The study of artistic visual principles as they apply to all artists in theatre, dance, and film/video. Students will develop an understanding of color, line, form, shape, texture, and balance. The psychology of color and light will also be explored. Projects in design are intended to stretch the student's artistic imagination. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design.

Staff

ART

**TH 102 Acting I: Beginning
Acting Fall, Spring**

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within im-

THEATRE, DANCE, AND FILM/VIDEO

provised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First- and second-year students only)

Mr. Romagnoli, Staff (fall);

Mr. Sprigg (spring)

[TH 106 Introduction to Drama Study]

TH 111 Scenic Design I Spring

Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects develop skills in researching, sketching, drafting, script analysis, and presentation. Design projects challenge the student's imagination and creativity. The class is structured to appeal to any student of the visual arts. It is strongly advised, but not required, that the student first complete Visual Creativity for the Stage (TH 101).

Staff

ART

TH 113 Lighting Design I Spring

Stage lighting is a unique craft, although it does have areas in common with the lighting of architecture, film, and television. The course examines theories applicable to all disciplines, leading to the planning and preparation of the light plot. In addition, students will work on productions in order to understand better how theory relates to practice. It is strongly advised, but not required, that the student first complete Visual Creativity for the Stage (TH 101).

Staff

ART

TH 125 The History of Fashion

Fall

This course will study the different ways in which societies have clothed the human body during different periods of civilization. Beginning with the ancient Greeks, slides and readings will be used to examine the ways in which evolving styles of dress both reveal and enforce the social and political values of a society. Research projects will place particular emphasis upon the relationship between fashion and culture.

Ms. Emerson

TH 202 Acting II: Voice for the Actor

Fall

Using Kristin Linklater's book, *Freeing the Natural Voice*, as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises students will discover ways of replacing restricting patterns of the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespeare's verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. (Acting I or permission)

Mr. Sprigg

ART

TH 205 Costume Design and Figure Illustration I

Spring

Introduction to costume design and figure illustration. Design projects concentrate on study of period dress, design elements, composition, drawing and rendering, and theatrical style as they relate to the play, the interpretation, and the occasion. No prior drawing experience is assumed or expected.

Ms. Emerson

ART

TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present

Spring

The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, Australian, and European playwrights of the 1970s and 1980s. Authors to be explored include Maria Irene Fomes, Caryl Churchill, Pam Gems, Wendy Kesselman, Corinne Jacker, and others. The playwrights' concerns range from the domestic to the apocalyptic and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationship to the culture and to the art form.

Staff

[TH 208 Contemporary British Playwrights: The Second Wave]

TH 214 Directing I **Fall**

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission)

Ms. Faraone

TH 216 American Drama: Contemporary Playwrights
Spring

The course will analyze new plays that have been produced since America's withdrawal from Vietnam. Plays by David Mamet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann, and others will be studied for their dramaturgical and theatrical values, as well as their sociopolitical import.

Staff

TH/EL 218 Playwriting I (CW)
Spring

Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experience and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, inflection. Readings and exercises will explore ways in which playwrights create the three-dimensional, temporal behavior that constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission)

Staff

[TH 221 Scenic Design II]

[TH 223 Lighting Design II]

[TH 226 Modern Drama]

[TH/EL 228 New Plays: Playwright and Director]

TH 302 Acting III: Scene and Monologue Study **Fall**

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission)

Mr. Sprigg

TH 306 Twentieth-Century Performance Aesthetics
Fall

An intensive exploration of the evolution of form, structure, and content in theatre, dance, music, film, and the fine arts in the twentieth century. Theorists and practitioners whose work will be explored include Artaud, Brecht, Grotowski, Meredith Monk, Philip Glass, and such movements as Theatre of the Absurd. Special emphasis will be placed on the interrelationship of art forms and the formulation of performance aesthetics. Projects and papers required.

Ms. Faraone

[TH 325 Costume Design and Figure Illustration II]

[TH 326 History of Western Drama]

[TH 402 Acting IV: Styles of Acting]

PRODUCTION STUDIOS

TH 210 Fall Production Studio: Acting/Directing **Fall**

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appro-

THEATRE, DANCE, AND FILM/VIDEO

prate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

ART Ms. Faraone, Mr. Romagnoli

[TH 219 Fall Production Studio: Design/Production]

TH 220 Spring Production Studio: Acting/Directing Spring

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

ART Mr. Forsman, Mr. Sprigg

[TH 229 Spring Production Studio: Design/Production]

[TH 429 Special Topics: Repertory Company]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An entry-level dance course introducing movement techniques, improvisation/composition, experiential anatomy, and history of twentieth-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience.

Ms. Campbell (fall), Ms. Olsen (spring)
ART

TH 161 Advanced Beginning Dance I Fall, Spring

TH 161 provides the grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students create movement studies on a regular basis that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical eye. (TH 160 or permission)

Staff (fall), Ms. Campbell (spring)

ART

TH 162 Advanced Beginning Dance II Fall, Spring

Continuation of TH 161. (By permission of instructor)

Staff (fall), Ms. Campbell (spring)

[TH 215 Ecology and the Body]

TH 260 Intermediate Dance I Fall

Concentrated intermediate-level work in modern dance technique, choreography, and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, and the like) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues—questions and values of importance to the dancer/choreographer—are addressed through readings and writings. (TH 161)

Staff

TH 261 Intermediate Dance II Spring

Continuation of TH 260.

Ms. Campbell

TH 276 Anatomy and Kinesiology Spring

An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of

habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students)

ART Ms. Olsen

**[TH 279 Movement Intentionality
for the Stage]**

TH 284 Dance History **Fall**

A seminar focusing primarily on the emergence and development of twentieth-century American concert dance—especially modern and post-modern dance forms—from the confluence of European folk and court dance, African and Caribbean influences, and other American cultural dynamics. We will look at ways in which dance both responds to and creates its cultural milieu. Readings, video, and live performance illuminate the artistic products and processes of choreographers whose works mark particular periods or turning points in this continuously unfolding story. Additional goals are to support informed critical articulations and an understanding of the complexity of dance as art.

Ms. Campbell

TH 360 Advanced Dance I **Fall**

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. (TH 260 and 261)

Staff

TH 361 Advanced Dance II

Spring

Continuation of TH 360.

Ms. Campbell

**TH 380/381 Dance Company of
Middlebury**

Fall, Spring

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition)

Staff

[TH 400 Special Topics in Dance]

FILM/VIDEO COURSES

**TH/AC 130 Film Form and Film
Sense** **Fall**

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Readings and papers required.

Mr. Grindon

ART

**TH/AC 132 The American Horror
Film** **Spring**

A survey of the history and aesthetics of the genre, emphasizing its roots in literature, how audience fears and emotions are manipulated, the reasons why the films both attract and repel audiences, and also the unique ways in which the genre makes use of filmic strategies. A study of the horror film requires a unique understanding of the film medium, as well as aspects of

THEATRE, DANCE, AND FILM/VIDEO

psychoanalytic, sociological, and economic theory. By basing the study in literature, we hope to show the roots of film in other media. Screenings, readings, paper.

ART USA

Mr. Perry

[TH/AC 134 American Film Genres]

Next offered in 1996-97

TH 135 Sight and Sound I Spring

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects, which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. (Not open to seniors; admission to this course is limited. Please apply in the film/video program office at least 10 days before registration.) Mr. Perry

ART

[TH/AC 231 Film History]

Next offered in 1996-97

TH 235 Sight and Sound II Fall

Students choose between an exploration of independent documentary concerns, experimental video forms, or the writing, directing, and editing of longer narrative works. Emphasis will be placed upon thorough preproduction planning. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding independently produced work. (TH 130, TH 135, and permission of instructor; admission is limited. Please apply in the film/video program office at least 10 days before registration for fall term.) Staff

TH/AC 236 Television in American Culture Fall

This course will study American television as a cultural phenomenon arising from the interaction of the networks, sponsors, government agencies, as well as the programs and viewers themselves. The

course will consider TV's influence on individual experience and its social impact. The students will reflect upon their personal interaction with the medium, how it has functioned in the past, and how it can be improved. Other issues to be discussed include TV's historical development, TV's influence on public affairs, various program forms, as well as alternatives posed by video art and public television.

Mr. Grindon

TH 237 Japanese Cinema Spring

This course will study the Japanese cinema by first focusing upon the major directors of the Japanese tradition—Kurosawa, Ozu, and Mizoguchi—and then examining the work of post-1960 filmmakers, such as Oshima and Imamura. Close attention will be given to the distinctive cinematic style of Japan, as well as positioning the national cinema in the context of both high and popular culture. Readings, screenings, and papers required.

Mr. Grindon

TH/AC 238 Film Noir Spring

A series of urban crime films and melodramas made in Hollywood between 1940 and 1960, but concentrated in the decade immediately after World War II, have been understood by critics to constitute the movement *film noir*. This course will study prominent films from this group and the critical literature they have elicited in order to understand the cultural sources, the stylistic attributes, the social significance, and the long-term influence attributed to film noir.

Mr. Grindon

ART USA

[TH/EL 239 The Cinema of Alfred Hitchcock]

TH/EL 240 Screenwriting Workshop I (CW) Fall

This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements—character, setting, point of view, plot, and theme—will be discussed in light of the special characteristics of film as a narrative medium, so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays

and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (Limited enrollment; admission is by permission. Please see instructor and/or English department secretary at least one week prior to registration.)
ART Mr. Mitchell

TH/GN 314 German Cinema **Fall**
 See German department listings for description.
ART EUR Mr. Geisler

[TH/AR 330 Film and Modernism in the Arts]
 Next offered in 1996-97

TH/PA 331 Aesthetics: Philosophy and Film **Spring**
 See philosophy department listing for description.
 Mr. Bates

TH 332 Junior/Senior Seminar **Fall**
 Required for the major, this junior/senior seminar will examine the major films of and the critical writings about two masters of the cinema, Michaelangelo Antonioni and Federico Fellini, whose films in the 1960s redefined the nature of cinema. Readings, screenings, papers, and reports.
 Mr. Perry

[TH 333 History of Video]

[TH 334 Authorship in the Cinema]

[TH 335 Voyeurism and Cinema]

[TH 336 Women and Film/Video]

TH 337 Sight and Sound III **Winter**
 Students work independently with the instructor on a singular approach to video, either of the student's own choosing or one involving found audio and video materials. Attention will be paid to thorough preproduction preparation, the mastery of multitrack recording and mixing, and the use of the computer. Most important will be a directed effort to develop a personal

aesthetic and sensibility to the video medium. (TH 231, TH 235, TH 330, and permission; admission is limited. Please apply in the film/video program office at least 10 days before registration for winter term.)
 Mr. Perry

TH/EL 341 Screenwriting Workshop II **Spring**
 Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will primarily focus on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (TH 130, TH/EL 240 or TH/EL 218 or permission; limited enrollment. Students must pre-register with instructor or with English department secretary at least 10 days prior to registration.)
ART Mr. Mitchell

[TH/EL 403 Seminar: Alfred Hitchcock]

WOMEN'S STUDIES

Participating Faculty: Julia Alvarez (English), Alicia Andreu (Spanish), Alison Byerly (English), Sandra Carletti (Italian), Carole Cavanaugh (Japanese, on leave academic year), Susan Campbell (psychology), Nancy Coiner (English), Richard Cornwall (economics), Cheryl Faraone (theatre, dance, film/video, co-director), Evelina Félicité-Maurice (Spanish, on leave academic year), Tazim Kassam (religion), Bethany Ladimer (French), Tamar Mayer (geography, on leave academic year), Margaret K. Nelson (sociology-anthropology), Michael Newbury (American literature and civilization), Ellen Oxfeld (sociology-anthropology, on leave academic year), Cassandra Potts (history), Carol Rifelj (French), Nancy Schnog (American literature and civilization), Paula Schwartz (French), Katherine Sonderegger (religion, co-director), Regina Sweeney (history)

WOMEN'S STUDIES

Women's studies is an interdisciplinary major program that employs gender as a fundamental category of analysis. Students will develop interconnections among the fundamental questions raised by the scholarship on women through a selection of courses offered throughout the curriculum. A major in women's studies examines the intersections of race, class, ethnicity, and culture in the constructions and meanings of gender. Course work also emphasizes the contributions made by women to society and culture, literature and the arts, and history, and seeks to understand the experience and cultural production of women in a variety of social and historical contexts. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for a Women's Studies Major: The major consists of a solid grounding in the theories and methods of women's studies at the introductory level, advanced work in at least two different divisions of the College, specialized expertise within a traditional discipline (the field requirement), an interdisciplinary junior seminar, and a senior project. The minimum requirement for the major is 10 courses.

A. Two Introductory-Level Courses in Women's Studies: Students must take these courses in two different divisions. They may be chosen from among the list of courses indicated below under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)

B. Six to Eight 200- to 500-Level Courses in Women's Studies and a Discipline: Students will satisfy three criteria here:

1. *Division Requirement:* Four upper-level courses designated as women's studies courses, in at least two different divisions. These courses may be taken from among the list of courses indicated below under advanced courses offered in departments.

2. *Field Requirement:* Students will design a cluster of four related courses in a special field of interest. At least one of these

courses must be a designated women's studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline. No more than two of the courses that fulfill the field requirement may also fulfill the division requirement.

3. *Non-Western Requirement:* At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's studies course.

C. WS 400: An interdisciplinary seminar in women's studies, preferably taken during the student's junior year.

D. Senior Work: Students are required to complete a one-semester senior essay (WS 700) or a two-semester senior thesis (WS 710) applying the methods learned in the field course work and in WS 400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers periodically during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: Thesis grade of B+; High Honors: Thesis grade of A-; Highest Honors: Thesis grade of A.

Minor in Women's Studies: The women's studies minor will consist of six courses, as follows:

A. Two introductory courses in women's studies from among EL 114, SA 191, or appropriate first-year student seminars, with the approval of the program director

B. Three upper-level courses, at the 200 to 400 level

C. WS 400

COURSES OFFERED IN DEPARTMENTS

(Please note that the list is subject to periodic revision. For a complete description of the courses listed below and relevant departmental requirements, see listings under the appropriate departments.)

Introductory Courses

- EL 114 Reading Women's Writing
- FR 120 Women Writers in France
- SA 191 Introduction to Women's Studies in the Social Sciences
- Appropriate First-Year Student Seminars

Advanced Courses

- AL 260 Nineteenth-Century American Women's Writing
- EC 385 Socioeconomic Inequality
- EL 351 Junior Seminar: Virginia Woolf and Literary History
- EL/AL 402 Seminar: H.L. Mencken as Literary and Cultural Critic
- EL 405 The Brontës
- FR 120 Women Writers in France
- FR 362 Women and the Novel of the Ancien Régime
- FR 705 Senior Seminar in Literature: The Love and Marriage Plot in French Women's Writing (in French)
- GG 410 Seminar in Geography of Development: Women and Development
- GG 412 Seminar in Urban Geography: Women in the City
- GN 373 Contemporary Women's Writing
- HI 373 History of American Women
- HI 402 Readings in the History of European Women
- IT 292 Contemporary Italian Women Writers (in translation)
- JA 350 Women Writers in Japan (in translation)
- PA 221 Gender and the History of Philosophy
- PA 234 Philosophy and Feminism
- PA 235 Feminist Theory
- PY 205 Psychology of Gender
- PY 420 Issues in the Psychology of Gender

- RE 290 Women's Religious Life and Thought
- RE 340 Seminar in Islam (Women in Islam)
- SA 390 Sociology of Women
- SA 304 Women, Culture, and Society
- SP 374 Spanish Women Writers
- SP 476 Caribbean Women Writers (in Spanish)
- SP 481 Spanish Women Writers: Expanding the Canon (in Spanish)
- TH 206 Contemporary Women Playwrights
- TH 336 Women and Film

WOMEN'S STUDIES PROGRAM COURSES

WS/AL 400 Women and Gender: Interdisciplinary Perspectives Spring

Open to students who have completed two introductory courses in women's studies, this seminar is designed to prepare majors in the women's studies program for senior work. This class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debates over women's issues. In order to clarify conceptual tools and research goals in women's studies, we will read works that employ various methodologies and think about women's experience in a number of areas: language; sexuality; psychology and emotional life; family, work, and achievement; reform and politics.

Ms. Schnog

WS 500 Independent Study Fall, Spring Staff

WS 700 Senior Essay Fall, Spring Staff

WS 710 Senior Thesis Fall, Spring Staff

GRADUATE PROGRAMS

GRADUATE PROGRAMS

MASTER OF SCIENCE

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the department of biology. Inquiries about this program should be addressed to the chair of the department. Graduate students may be enrolled only upon recommendation of the department in consultation with the vice president for academic affairs. The following courses are regularly offered for graduate credit:

Biology: All biology courses numbered 300 or above

Chemistry: CH 322, CH, 353, and CH 425

Mathematics: Courses numbered 300 or above

Requests for other courses numbered 300 and above outside the department of biology will be considered for credit in the context of the program proposed by the student in consultation with his/her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major depart-

ment, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

BREAD LOAF PROGRAMS

Bread Loaf School of English

Since 1920 the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from many of the best colleges and universities in the United States and the United Kingdom. Students may elect to attend the school one or two summers as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degrees. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission.

The central location for these programs of study is the home campus outside of Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford, or the third and most recent site, St. John's College in Santa Fe, New Mexico, where students take courses simi-

lar to those offered in Vermont, but with an appropriate emphasis upon Native American literature, American Hispanic literature, and writing of the Southwest.

Admission is on the basis of college transcripts, three letters of recommendation, and a writing sample. Although an excellent undergraduate record in English and strong recommendations are the surest admission criteria, Bread Loaf students come from a broad range of academic backgrounds and work experience, and there is no set of requisites for admission. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This Conference offers lectures, discussions, workshops, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of the Bread Loaf Writers' Conference, Adirondack House, Middlebury College, Middlebury, VT 05753.

THE LANGUAGE SCHOOLS

The Summer Language Schools

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish Schools.

The Language Schools emphasize both spoken and written language skills and stress

the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Language Schools students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. It helps them focus their energies on the acquisition of language skills, and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@middlebury.edu. Please specify the language in which you are most interested.

The Middlebury Schools Abroad

The Language Schools operate five schools abroad during the academic year. The Middlebury Schools in France, Germany, Italy, Russia, and Spain offer graduate and

GRADUATE PROGRAMS

junior year programs to qualified students from Middlebury and other institutions of higher education. Each school abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in Florence, Madrid, Mainz, Moscow, or Paris. Courses are taught by professors and distinguished critics and scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge and function as much as possible in the language of their host country while they are abroad.

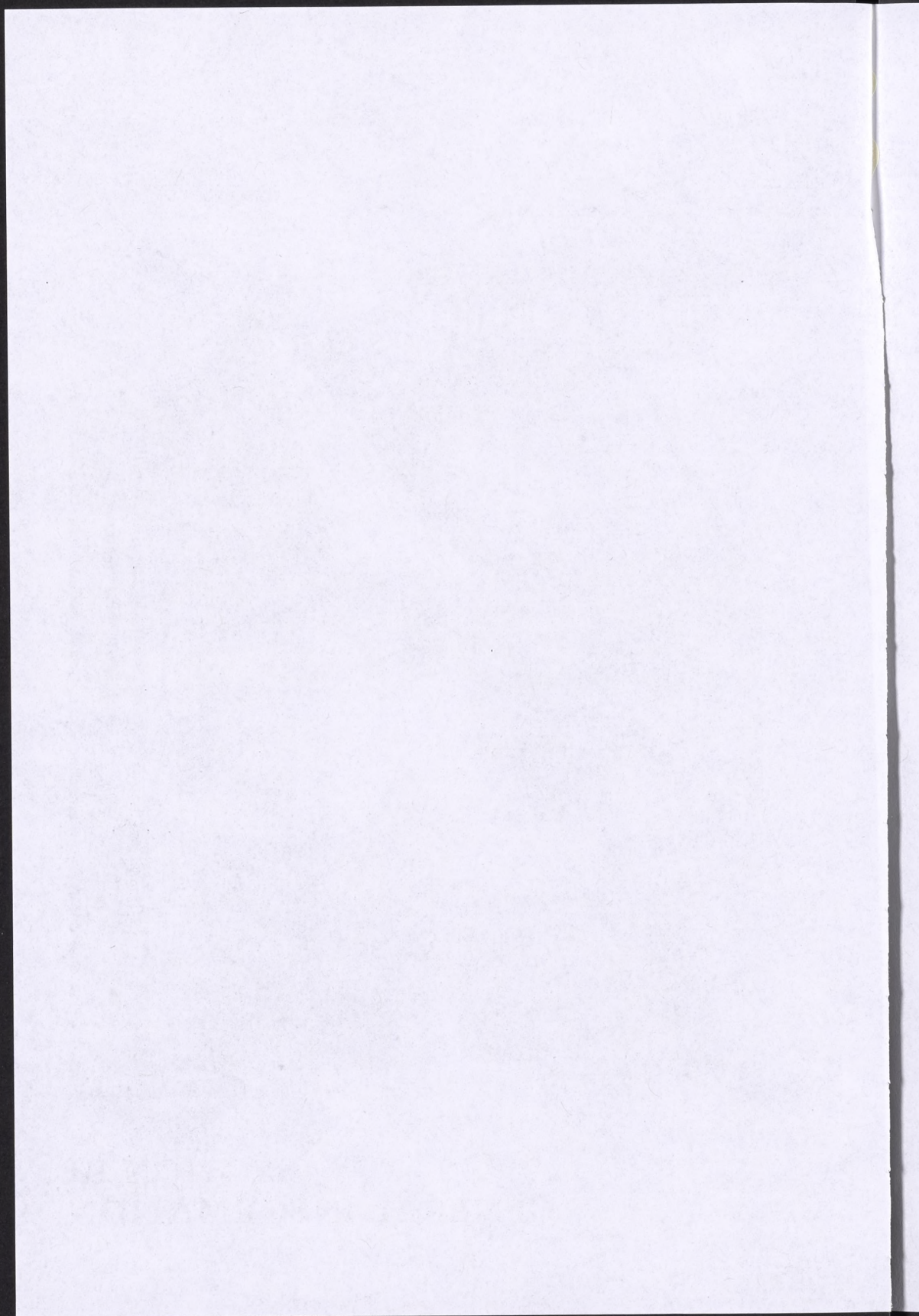
The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or, with the exception of Russian, in one summer session followed by an academic year abroad. Completion of the Master of Arts degree in Russian will normally require an additional summer of work following the program in Moscow.

In addition to the Master of Arts, the Language Schools also offer the advanced degree Doctor of Modern Languages (D.M.L.) in two foreign languages, choosing among French, German, Italian, Russian, and Spanish. The D.M.L. differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A period of residence abroad is required, and may be completed by taking courses for credit in one of the Schools Abroad. D.M.L. students may also fulfill the residency requirement by auditing classes in preparation for the general examinations or engaging in dissertation research while living in a country where the primary D.M.L. language is spoken. A detailed description of the requirements for the D.M.L. degree is available from the office of the dean of the Language Schools.



SECTION III GENERAL INFORMATION



STUDENT FINANCES

The Comptroller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the extensions listed in the "Services" section below.

The comprehensive fee for 1995-96 is discussed below. Insurance and a few other fees for 1995-96, which had not been set at the time the catalog went to press, may change. To give an indication of the range of these fees, the 1994-95 fees are specified here and labeled as last year's fees. Information on these fees for 1995-96 may be obtained by calling the Comptroller's Office at (802) 388-3711, extension 5366.

BILLED FEES

Comprehensive Fee

The annual comprehensive fee at Middlebury for 1995-96 is \$27,020. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms.

The student activities fee for 1994-95 was \$170. This fee supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Office of Student Activities. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 1995-96: \$13,510) for half of

STUDENT FINANCES

the fees is mailed on July 15 and is due August 15. The second is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the dean of students to live or eat off campus are entitled to room and board credits of \$770 and \$875 per term, respectively. The dean of students may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of \$50 per week up to a maximum of \$415 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Stafford Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Knight College Resource Group or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Knight (800/225-6783), AMS (800/556-6684), or Student Accounts (ext. 5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply to the dean of students for a board rebate of \$50 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

Students attending the Center for Northern Studies in Wolcott, Vermont, are billed the standard Middlebury comprehensive fee applicable to the terms they are in residence at the Center. Students are not billed for the student activities fee while in residence at Wolcott.

The College bills each student for Sickness Insurance coverage as a separate item on the fall term comprehensive fee bill. The annual premium for this coverage for 1994-95 was \$245. A brochure and waiver card explaining this coverage are included with the bills mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may decline the College's coverage by signing and returning the waiver card to the Comptroller's Office by September 30. The insurance charge is then removed from the student's account. If the charge is neither paid nor declined with the waiver card by September 30, the charge will automatically be removed from the student's account on October 1. The student is then no longer eligible for enrollment in the College's Sickness Insurance plan. Accident Insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. The campus health center services are available to all students even if their parents or guardians decline the College Sickness Insurance. Second semester Sickness Insurance is available for students entering or returning in spring term. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's Sickness or Accident Insurance. These students should apply for insurance coverage to the school they are attending. The College Sickness and Accident Insurance are administered by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. Please call (800) 669-2668 ext. 445 or ext. 451 for coverage or claim information.

Special Students

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students are billed at the per course rate of \$2,635. This same per course rate applies to graduate students in the sciences and to students participating in the ninth semester teacher education program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live and eat on campus. These stu-

STUDENT FINANCES

dents are billed the customary comprehensive fee for the term less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

Study Abroad

The College maintains five Middlebury Schools Abroad for the study of French in Paris, German in Mainz, Italian in Florence, Russian in Moscow, and Spanish in Madrid, to which undergraduates may apply through the Language Schools Administration Office on campus. The College bills students participating in the Paris, Mainz, Florence, and Madrid programs for tuition only. For 1995-96, tuition for these programs is \$5,260 for one semester and \$10,300 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Mainz. Further information on living and eating options for these programs is available from the Language Schools Office on campus. For the program in Moscow, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round trip airfare between New York City and Moscow. For 1995-96, this fee is \$10,750 for one semester and \$16,000 for a full year.

Financial aid credits are applied toward Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Knight and AMS, are also available for Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 1994-95, this fee was \$450 for one semester and \$550 for a full year. Students participating in the Associated Kyoto Program (AKP) in Japan administered by Connecticut College, in the American Collegiate Consortium (ACC) in Russia or the Commonwealth of Independent States, or in the University of Nottingham exchange in England, are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP, ACC, or Nottingham. The study abroad fee, AKP, ACC, and Nottingham billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and Accident Insurance coverage is offered to students studying abroad with the Middlebury Schools Abroad or approved non-Middlebury

sponsored programs by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 1994-95 was \$275. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of the Dean of Advising and Off-Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call (800) 669-2668 ext. 445 or ext. 451 for coverage or claim information.

Other Academic Fees and Expenses

An administrative fee of \$100 is billed to students for each 555 course approved by the Administration Committee.

A fee of \$150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction.

In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 1995-96, the average student's expenses for books, supplies, and other personal items will amount to \$1,540. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

Enrollment Deposits

Entering first-year or transfer students pay a \$200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Returning students' financially responsible parties are mailed a reenrollment deposit statement on March 1. The College must receive a \$200 reenrollment deposit by April 1 to reserve a place on the roster if a student intends to return to Middlebury the following fall term. This deposit will be applied as a credit to the comprehensive fee bill mailed in July for the fall term. Students may be delayed from drawing a room in April for the following year or registering for courses in May for the following fall term if the College has not received the \$200 reenrollment deposit. This deposit is refundable through June 15 if a student sends notification in writing to Ann

STUDENT FINANCES

Craig Hanson, dean of students, of his or her intention not to return to Middlebury for the following fall term. The reenrollment deposit is forfeited after June 15 if a student subsequently does not enroll at the College. No reenrollment deposit is required if the student will not be returning to Middlebury until winter or spring term.

Summer Programs

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures. Fees for summer 1995 are summarized below:

	<i>Tuition</i>	<i>Room</i>	<i>Board</i>	<i>Total</i>
<i>Language Schools</i>				
9-week session (Arabic, Chinese, Japanese, Russian)	\$3,600	\$525	\$1,310	\$5,435
7-week session (French, German, Italian, Spanish)	\$2,700	\$405	\$1,020	\$4,125
6-week session (French, German, Italian, Russian, Spanish)	\$2,700	\$380	\$ 960	\$4,040
<i>Bread Loaf School of English</i>				
Bread Loaf, Vermont	\$2,700	\$380	\$ 960	\$4,040
Santa Fe, New Mexico	\$2,700	\$1,800 (room, board)		\$4,500
Oxford, England	\$4,570 (tuition, room, board)			\$4,570
<i>Bread Loaf Writers' Conference</i>				
Contributor	\$1,585 (tuition, room, board)			\$1,585
Auditor	\$1,520 (tuition, room, board)			\$1,520

Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on July 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their par-

ticular session. Due to the brevity of the summer programs, no payment plans are available through the College or its outside agencies, Knight and AMS.

MISCELLANEOUS CHARGE ACCOUNTS

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a \$10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 60 days or more past due, the student's long distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the day on Friday for previous overdue accounts that are paid current by noon on Thursday. Students may still make local or toll free calls, receive all incoming calls, and eat in campus dining halls while their long distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (ext. 5375). Students who wish to contest charges they believe are in error should also request the department where the charge originated to reverse the charge. Please direct dorm damage charge appeals to Katherine Ebner or Hieu Nguyen on the residential life staff in the Dean of Students Office (ext. 5386).

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or other credits create a net credit balance on a comprehensive fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, refunds may be considered in accordance with the schedule below. In all cases, the \$200 enrollment deposit is forfeited.

If the withdrawal occurs:

before the first week of the term
 during the first week of the term
 during the second week of the term
 during the third week of the term
 during the fourth week of the term
 after the fourth week of the term

Middlebury refunds:

100% of comprehensive fee
 80% of comprehensive fee
 60% of comprehensive fee
 40% of comprehensive fee
 20% of comprehensive fee
 \$25 per week board credit only

Requests for comprehensive fee refunds should be submitted to Ann Craig Hanson, dean of students. The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, or Federal Parent Loan for Undergraduate Students), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly

to the sources from which the funds were originally received: the federal government, the lending bank, or the financially responsible party. The student or parent borrower is also given written notification of any amounts returned to a lending bank on his or her loan.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 1994-95 was \$233. A brochure and application form for this insurance are enclosed with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617/380-8770) or the Comptroller's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of \$5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Dean of Students Office will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year must ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, Middlebury Schools Abroad, or miscellaneous charge account must be settled in full. For room draw in April and registration in May, the College must also have received the \$200 enrollment deposit indicating the student's intent to return to Middlebury the following fall term. Students who have dean's loans from the Dean of Students Office or computer loans as part of their participation in the computer sales pro-

STUDENT FINANCES

gram also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Comptroller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 a.m. to 5:00 p.m. to accept payments on students' accounts and to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office, located at the front of the Comptroller's Office, will also cash traveler's checks and checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following extensions to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

<i>Cashier/Assistant Cashier</i>	ext. 5375
(miscellaneous charge accounts, dean's loan accounts)	
<i>Student Accounts Administrator</i>	ext. 5374
(comprehensive fee, summer program and Middlebury Schools Abroad accounts)	
<i>Assistant Comptroller</i>	ext. 5682
<i>Comptroller's Office</i> (general number)	ext. 5366

FINANCIAL AID

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, Office of Financial Aid staff arrive at a determination of a student's need. In recent years, the College has provided aid to students with financial need to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Student Loan (offered in place of the Stafford Loan), is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 1995-96 is \$1,100 for first-year students and \$1,450 for all other students. Second, a student must also meet a self-help requirement during the academic year.

FINANCIAL AID

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While the College's resources are not unlimited, staff make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds are available to assist them.

A student whose level of financial need is great may qualify for a supplemental grant that replaces the loan component of the self-help requirement. College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

A more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures about students receiving aid at Middlebury, offers sample cases of financial aid applicants, and outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, The Emma Willard House.

ENDOWED FUNDS FOR STUDENTS AND FACULTY

For many years alumni and friends of Middlebury College have been contributing funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students takes the forms of scholarships, awards, prizes, and loans. All named, endowed, and expendable scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the awards. Students may compete in various ways for a number of prizes and awards also donated to the College. Faculty support takes the forms of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Development Office publishes "Endowed Funds of Middlebury College," an explanatory listing of the funds along with additional information about gifts and bequests for this purpose.

Named and Endowed Scholarships

Harold E. Adams Scholarship Fund
Betty Jean Aitchison '45 Scholarship Fund
George I. Alden Trust Scholarship Fund
Cecile Child Allen Student Aid Fund
Alpha Chi Scholarship Fund for Women
Borden E. Avery '39 and Louise Roberts Avery '39 Fund
William N. Badgley '61 Memorial Scholarship Fund
Cornelia W. Bailey Fund
John C. Baldwin Legacy Fund
Baltic Scholarship Loan Fund
Frieda Derdeyn Bambas Scholarship

Cesare Barbieri Endowment Fund
Ludwig C. Baumann '53 Memorial Scholarship Fund
Beckwith Scholarship Fund
Carmella J. Belmont Scholarship Fund
Lorenzo P. Belmont Scholarship Fund
Loretta R. Godfrey-Belmont Scholarship Fund
Lea Z. Binand Scholarship Fund
Harriet B. Blakeman '14 Scholarship Fund
Edward L. Bond, Jr., Memorial Scholarship Fund
Borgia Scholarship Fund
Howard Born German Scholarship Fund

ENDOWED FUNDS

Boston Middlebury Alumni Association
Scholarship
Ezra Brainerd Scholarship
Charles D. Brakeley Scholarship Fund
Bread Loaf Writers' Conference
Endowment Fund
Margaret T. Bridgman Memorial Fund
Elbert S. and Anna H. Brigham
Scholarship Fund
Walter E. Brooker '37 and Barbara
Carrick Brooker '40 Scholarship Fund
Jane Tinkham Broughton Fellowship
Fund
Elisabeth E. Brown '42 Scholarship Fund
Russell D. Brown '29 Memorial
Scholarship Fund
Gladys M. Caldwell '28 Scholarship Fund
Canadian Honors Scholarship Fund
Pierina and Salvatore J. Castiglione
Scholarship Fund
Juan A. Centeno Memorial Fund
Charitable Society Fund
Ta-Tuan Ch'en Scholarship Fund
Stella Christie Scholarship Fund
Class of 1918 Scholarship Fund
Class of 1927 Scholarship Fund
Class of 1930 Scholarship Fund
Class of 1936 100th Reunion Scholarship
Class of 1937 Scholarship Fund
Class of 1947 Memorial Scholarship
Fund
Class of 1948 Scholarship Fund
Class of 1949 Scholarship Fund
Class of 1950 Scholarship Fund
Class of 1951 Scholarship Fund
Class of 1952 Scholarship Fund
Class of 1953 Scholarship Fund
Class of 1955 Scholarship Fund
Class of 1956 Scholarship Fund
Class of 1963 Scholarship Fund
Class of 1982 Scholarship Fund
Class of 1983 Scholarship Fund
Chester H. Clemens '33 and Eleanor
B. Clemens '32 Fund

Winifred Coffin and Beatrice Taft
Scholarship Fund
Almy D. Coggeshall '40 Scholarship Fund
Colby Fund
Jesse Connor Scholarship Fund
Louise Hasbrouk Connor Scholarship
Fund
Reginald and Juanita Cook Scholarship
Fund
Reginald L. Cook '24 Memorial
Scholarship Fund
Edward Cooperstein '46 Scholarship
Fund
Kay Corrigan Scholarship Fund
Ruth C. Cowles '24 Scholarship Fund
Annie L. Cox Scholarship
George C. Dade '15 Memorial
Scholarship Fund
Charles A. Dana Scholarship
Fund
John F. Darrow '37 Memorial
Scholarship Fund
Sam P. Davis '21 Fund
Wilfred E. Davison Scholarship
Fund
Clifford T. Day Undergraduate
Scholarship Fund
Pauline Feicht Decker
Memorial Scholarship Fund
Alcide De Gasperi Scholarship
Fund
Ralph L. DeGroff '25 Scholarship Fund
Dr. Ralph B. DeLano Scholarship Fund
Delta Kappa Epsilon Scholarship Fund
Thomas '70 and Teresa DeRogatis
Scholarship Fund
Marten Y. de Schepper '72 Memorial
Scholarship Fund
Jake Booth Devins Scholarship Fund
Frederick C. Dirks '30 Scholarship Fund
'45 Discretionary Scholarship Fund
Constance Barker Diss Student Aid Fund
Kathleen C. Downey Memorial
Scholarship Fund
Erwin Ewald Drost Memorial Fund

ENDOWED FUNDS

- Easton Family Scholarship Fund
 Dean S. Edmonds Scholarship Fund
 Eunice S. Eldredge '11 Scholarship Fund
 Grace M. Ellis Scholarship Fund
 Sidney Ender Scholarship Fund
 Jerome C. and Debora N. Eppler
 Scholarship Fund
 Katherine Ball Everitt '17 Memorial and
 Helen E. Law Scholarship Fund
 Fairbanks Scholarships
 Feng Ming-huei Memorial Scholarship
 Fund in the Chinese School
 Margaret Grant Fielders Endowed
 Scholarship at the Bread Loaf School
 of English
 Peter Stanley Firestone Memorial
 Scholarship Fund
 Allan T. Fisher '75 Memorial Scholarship
 Fund
 John Albert and Sophia Warner Fletcher
 Fund
 Rollo J. Francisco Scholarship Fund
 E. Chester "Ben" Franklin '21
 Scholarship Fund
 Donald D. Fredrickson '25 Memorial
 Scholarship Fund
 Stephen A. and Ruth H. Freeman
 Scholarship Fund
 French Center in New England Fund
 Sara C. Fritz Scholarship Fund
 Robert Frost Fellowship at the Bread
 Loaf Writers' Conference
 Alice Brooks Fuller Scholarship Fund
 Eben J. Fullum Scholarship Fund
 John Hamilton Fulton Memorial
 Scholarship Fund
 Clyde G. Fussell '25 Memorial
 Scholarship Fund
 Marion Gallagher Scholarship Fund
 Barbara Everard Gannett '61 Scholarship
 Fund
 Leon and Una Gay Scholarship Fund
 William W. Gay Fund
 Joan F. Giambalvo Scholarship Fund
 Gilbert Family Scholarship Fund
 Edward N. Gosselin Scholarship Fund
 Rosamond F. Granger Scholarship Fund
 Egbert C. Hadley '10 Scholarship Fund
 Ivan D. and May W. Hagar Scholarship
 Fund
 Charles Emerson and Nellie Blakely
 Harris Memorial Scholarship Fund
 Joel B. Harris Scholarship Fund
 Benjamin L. Haydon Scholarship Fund
 Burt A. Hazeltine Memorial Scholarship
 Fund
 Charles B.R. Hazeltine Fund
 Richard A. Heine Memorial Scholarship
 Fund
 Waldo H. Heinrichs Scholarship Fund
 Dr. Walter H. Hellman '24 Scholarship
 Fund
 T. William Hentz '50 Scholarship Fund
 Elizabeth A. Hickcox and Frank B.
 Hickcox Memorial Scholarship Fund
 Laurence B. Holland Memorial
 Scholarship Fund
 John A. Howe Scholarship Fund
 Moses G. Hubbard '13 Scholarship Fund
 Mary Stone Hunt '15 Scholarship Fund
 Lauren Husted Scholarship Fund
 Merrill L. Jenkins '15 Scholarship Fund
 Christian A. Johnson Memorial
 Scholarship Fund
 Frederick B. and Louise M. Johnston
 Scholarship Fund
 Charles S. (Casey) Jones '15 Scholarship
 Fund
 Frederica V. Jones Scholarship Fund
 Kappa Delta Rho Scholarship Fund
 Albert and Edna Karlik Scholarship Fund
 Joseph P. Kasper Scholarshi Fund
 Elizabeth B. Kelly Fund
 John M. Kirk, Jr., Memorial Scholarship
 at the Bread Loaf School of English
 John M. Kirk, Jr., Scholarship Fund
 Dr. Michael Kolligian, Jr., '44
 Scholarship Fund
 Harold Krichbaum '24 and Rena Dumas
 Krichbaum '22 Memorial Scholarship
 Fund

ENDOWED FUNDS

- Arnold R. LaForce '35 Scholarship Fund
Merton D. LaFountain '22 Memorial
Scholarship Fund
L'Amicale Scholarship Fund
Sanford H. Lane Memorial Scholarship
Fund
Ted Lang, Jr., Memorial Scholarship
Fund
Frederick W. Lapham, Jr., '43 Memorial
Scholarship Fund
Edwin W. Lawrence Scholarship Fund
Claude Levy Scholarship Fund
Frances B. and Paige D. L'Hommedieu
Scholarship Fund
Literary Fund
Dr. Nicholas Locascio Scholarship Fund
Frank Lombardy '35 Memorial
Scholarship Fund
Hazel MacLeod Fund
Eta Manell Scholarship Fund
Andrew C. Marchbank '65 Memorial
Scholarship Fund
Robert J. Marony Fund
Buren H. McCormack Scholarship Fund
James C. McLeod '26 Scholarship Fund
Middlebury College Language Schools
Fund
Midd-Vermont Alumni Association
Scholarship
Gertrude Cornish Milliken Scholarship
Fund
Levi P. Morton Scholarship Fund
Judith Davidson Moyers Scholarship
Fund
Ralph O. and Lena G. Myhre Memorial
Scholarship Fund
National Bank of Middlebury
Scholarship Fund
Elizabeth MacGill Needy '47 Memorial
Scholarship Fund
Walter J. Nelson '32 Scholarship Fund
Werner Neuse Scholarship Fund
New Jersey Student Aid Fund
June Brogger Noble Scholarship Fund
Anna and Luke J. Nolfi Scholarship Fund
Luke J. Nolfi Memorial Scholarship Fund
Sidney Nordenschild, Sr., Scholarship
Fund
Berthe O. Normano Scholarship Fund
Ted J. Novak '50 Memorial Scholarship
Fund
Peter Odabashian Memorial Scholarship
Fund
Bernard J. O'Keefe Scholarship Fund
Charles J. Orr Memorial Scholarship
at the Bread Loaf School of English
Hewitt Page Scholarship Fund
Adele T. Parker Scholarship Fund
Dr. George F. Parton, Jr., Scholarship
Fund
Pell Fund
Penfield Scholarship Fund
Arthur D. Pepin '44 Scholarship Fund
Philadelphia Alumnae Club Scholarship
Fund
Mildred H. Hubbard Phipps '20
Memorial Scholarship Fund
Dana G. Pierce Scholarship Fund
Blanche and Stephen Piskor Memorial
Scholarship Fund
Frank P. and Anne C. Piskor Scholarship
Fund
Louise R. Plaisted Scholarship Fund
William H. Porter Memorial Scholarship
Fund
Anastasia Feodorova Pressman Memorial
Scholarship Fund
Frederika Proctor Fund
Cecilia Quiros Scholarship Fund
Helen Coldwell Riccio Memorial Fund
Leonard D. Riccio Memorial Scholarship
Charles R. Rice '58 Scholarship
James Richardson Scholarship Fund
Justin Ricker Scholarship Fund
Marjorie J. Robb Scholarship Fund for
Summer Language Studies
Marguerite Rogers '18 Scholarship Fund
Richard A. Rosbeck Memorial
Scholarship Fund
Eleanor S. Ross Scholarship Fund

ENDOWED FUNDS

John W. Rowell Fund
 Robin Royle Memorial Scholarship
 Fund in the Russian School
 A. Bayard Russ Memorial Scholarship
 Fund
 Donald W. Salisbury '16 and Eva Leland
 Salisbury '17 Memorial Scholarship
 Fund
 Henry W. Schuettauff Scholarship Fund
 George Robert White Scott (Class of
 1864) Scholarship Fund
 Lynde Selden Scholarship Fund
 Jonathan Vollrath Shadd '78 Memorial
 Scholarship Fund
 Mina Shaughnessy Memorial Scholarship
 in Writing at the Bread Loaf School
 of English
 Richard J. Sheehy Scholarship Fund
 Marion Shows Fund
 Carleton H. Simmons '28 Memorial
 Scholarship Fund
 Cecil C. Simmons '24 Fund
 Ernest Simons Memorial Scholarship
 Fund
 Skinner-Allen Scholarship Fund
 Bezeliel Smith Fund
 Lucy S. Smith '18 Scholarship Fund
 Jonathan Coleman Southmayd
 Scholarship Fund
 Kenneth Sozzi Memorial Scholarship
 Fund
 A.P. Stafford Fund
 C.V. Starr Scholarship Fund
 John Wolcott Stewart Fund
 E. Carroll Stollenwerck Scholarship Fund
 W.J. Stone Fund
 Strauss Family Scholarship Fund
 Subscription of 1852
 Agnes Warner Sunderland Fund
 Swain Family Scholarship Fund
 Miriam Deedman Swede '27 Scholarship
 Fund
 Charles and Jessica Swift Scholarship
 Fund
 Wylie and Lucy Sypher Scholarship Fund

Arthur Gould Tasheira Fund
 Gerald E. Thayer '31 Memorial
 Scholarship Fund
 Helen A. and W. Grady Thomas '16
 Scholarship Fund
 Thomas G. Thompson Scholarship Fund
 Ludger J. Tousant Fund
 John Crawford Trask, Jr., '41 Memorial
 Scholarship Fund
 K.P. Tsolainos Memorial Scholarship
 Fund
 Herbert K. Twitchell Fund
 Tyco International Scholarship Fund
 James M. Tyler Fund
 Bessie Clarinda Verder 1898 Memorial
 Fund for Women Students
 Voter Memorial Scholarship Fund
 Waldo Fund
 Raymond A. Waldron Scholarship Fund
 Phoebe Kasper Wallach '49 Memorial
 Scholarship Fund
 Ruth McCullough Walzer Scholarship
 Fund
 Warren Fund
 Lois Behrman Watson '51 Scholarship
 Fund
 WEB Fund
 Jane D. Whamer '48 Memorial
 Scholarship Fund
 Asa Wheelock Scholarship Fund
 F. Carl Whitney '18 Memorial
 Scholarship Fund
 Dr. Percy T. and Pauline C. Whitney
 Scholarship Fund
 Raymond L. Whitney '35 Memorial
 Scholarship Fund
 Albert Henry Wiggin Memorial
 Scholarship Fund
 Percival and Marion Wilds Memorial
 Scholarship Fund
 Frank A. Williams, Jr., '69 Memorial
 Scholarship Fund
 Emma Willard Scholarship Fund
 Mark Doty Wilson '72 Scholarship Fund

ENDOWED FUNDS

Windham County Congregational
Scholarship Fund
Harriet B. Winsor Scholarship Fund

Charles Baker Wright Scholarship
Marion L. Young Scholarship Fund

Expendable Scholarships

Alice S. Ayling Scholarships
Louis L. Croland and A. Leon Kohlreiter
Scholarship
Rae R. Croland and Goldie Kohlreiter
Scholarship Fund
Jaqua Foundation Scholarship Fund

Agnes M. Lindsay Trust Scholarship Fund
F.A. and Katharine H. Nason Scholarship
Fund
Charles Irwin Travelli Scholarships
Douglas and Erin Way Scholarship Fund

Awards and Prizes

Charles B. Allen Memorial Prize
American Institute of Chemists' Medal
John T. Andrews Memorial Prize
in Philosophy
Bishop Atwood Historical Prize
Donald Everett Axinn Annual Prize
Baldwin Prize
Frieda Derdeyn Bambas Prize in French
Literary Studies
Blum and Company, Inc., Award
Deacon Boardman Peace Prize
Barbara Buchanan '62 Alumni Association
Award
Reid L. Carr Prize
George H. Catlin Award
George H. Catlin Classical Prize Fund
George H. Catlin Fund
William B. Catton Prize
Challenger Award
Elbert C. Cole '15 Memorial Fund Prize
Janet C. Curry '49 Science Honors
Award Fund
F.C. Dirks Prize in Economics
Durkin Public Service Fund
Martin Joseph Durkin III Memorial
Award
Eaton Prize
George Ellis Fellowships
Harry M. Fife Memorial
Alison G. Fraker '89 Essay Prize

Freshman Achievement Prize
Drue Cortell Gensler '57 Prize
Robert K. Gould Prize in Physics
Maude Violet Graybar American History
Prize
Hazeltine Klevenow Cup
J. Rowland Illick Prize in Geography
Julian E. and Melba Jarrett Prize
Kellogg Latin English Prize
C.J. Neil Kvasnak Family Award
Lank Prize in Sociology and
Anthropology
Helen T. Lin Award for Excellence in
Chinese
Merck and Company Award
Camillo P. Merlino Award for Excellence
Merlino-Mezzotero Award
Ann and Edward Meyers Religion Prize
Berthe O. Normano Prize
Mildred Virginia Osher History Prize
Dr. Francis D. Parker '39 Mathematics/
Computer Science Prize
Phi Beta Kappa Prize
E.L. Pool Qualitative Analysis Prize
Henry B. Prickett English Prize
Richard C. Rapp '64 Memorial Football
Award
T. Ragan Ryan Award for Excellence
Senior Honors Thesis Award in
Economics

ENDOWED FUNDS

John P. Stabile Memorial Cup
Marci J. Stewart '72 Memorial Award
Stolley-Ryan American Literature Prize
Randi E. Stromstad '89 Memorial Award in Chemistry
Mary Dunning Thwing Prize

Alice J. Turner Memorial Trophy
O.W. Prize for International Students
Paul W. Ward '25 Memorial Prize
John M. White '52 Memorial Award
Franklin G. Williams '13 and Sarah H. Williams '12 Memorial Award
Woolsey Prizes

Loan Funds

Alpha Sigma Phi Memorial Fund
Edwin L. Bigelow '13 Student Scholarship Fund
Reid L. Carr and Eleanor F. Carr Revolving Loan Fund
Ella N. Goodale Student Loan Fund
Joel B. Harris Student Loan Fund
Hazeltine Student Loan Fund
Elam R. Jewett Student Loan Fund

Ada Howe Kent Foundation Loan Fund
Lee A. Kintzel and Roger Kintzel Student Loan Fund
Martha Jewett Nash Student Loan Fund
E.A. and Katharine H. Nason Loan Fund
Francis M. Newman Student Loan Fund
William H. Porter Student Loan Fund
Justin M. Ricker Fund
Emma Hardy Slade Student Loan Fund

Endowed Professorships

(year established)

Burr Professorship of Chemistry and Natural History (1829)
John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
Levi P. Morton Professorship of Latin and French (1887)
Beman Professorship of Mathematics (1893)
James B. Jermain Professorship of Political Economy (1901)
A. Barton Hepburn Women's Professorship (1908)
George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
Paige-Wright Professorship of Economics (1913)
Fletcher D. Proctor Professorship of American History (1918)
Henry Norman Hudson Professorship of English (1920)

A. Barton Hepburn Professorship of Economics (1922)
John C. McCullough Professorship of Chemistry (1924)
Julian W. Abernethy Professorship of American Literature (1933)
Albert D. Mead Professorship of Biology (1949)
George Adams Ellis Professorship of Liberal Arts (1956)
Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
Irene Heinz and John LaPorte Given Professorship in Pre-medical Sciences (1966)
Charles A. Dana Professorships (1966)
Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
Christian A. Johnson Professorship in Art History (1974)
Christian A. Johnson Professorship in the Performing Arts (1974)

ENDOWED FUNDS

William R. Kenan, Jr., Professorship
(1975)

Christian A. Johnson Distinguished
Professorship in Economics (1977)

Frank and Eleanor Griffiths
Professorships of Literature at the
Bread Loaf School of English (1977)

C.V. Starr Professorship in Linguistics
and Language (1979)

Fiftieth Anniversary Chair in the Italian
School (1981)

Benjamin F. Wissler Professorship in
Physics (1983)

John M. Kirk, Jr., Chair in Medieval
Literature at the Bread Loaf School of
English (1984)

Fletcher Chair in the Arts (1985)

Pardon Tillinghast Chair in History,
Philosophy, and Religion (1985)

Donald Everett Axinn Chair in Creative
Writing (1987)

F.C. Dirks Professorship in Economics
and Political Science (1987)

C.V. Starr Professorship in Russian and
Eastern European Studies (1987)

African Studies Professorship (1987)

Kawashima Professorship in Japanese
Studies (1988)

Alan R. Holmes Chair in Monetary
Economics (1989)

M. Ruth Marino Chair in the Bread Loaf
School of English (1989)

Endowed Lectureships

Julian W. Abernethy Lecture

Donald Everett Axinn Annual Public
Lecture

Jean Boorsch Lectureship

Willard Duncan Carpenter '14 Memorial
Lecture Fund

Class of 1914 Lecture

David W. Courter Fellows Program

Elizabeth Drew Memorial Lecture Fund

William H. Edmunds '17 Memorial Fund

John Hamilton Fulton Memorial Lectures

Charles S. Grant Memorial Lecture

Hirschfield Film Endowment

Hannah A. Quint Lectureship in Jewish
Studies

Professor David K. Smith Visiting
Economic Lecture Series

Samuel S. Stratton Lecture

Charles and Jessica Swift Lecture Fund

Robert W. van de Velde, Jr., '75
Memorial Lecture Series

Endowed Faculty Support

Professor Llewellyn R. Perkins and
Dr. Ruth M. Perkins Memorial
Faculty Research Fund

PRESIDENT AND FELLOWS

PRESIDENT OF THE COLLEGE

John M. McCardell, Jr.,
A.B., Washington and Lee University;
Ph.D., Harvard University
Middlebury, VT

CHARTER TRUSTEES

Dort A. Cameron III '67, A.B., M.B.A.
Bedford Hills, NY

Churchill G. Franklin '71, A.B.
Boston, MA

Claire W. Gargalli '64, A.B.
Philadelphia, PA

Jonathan O'Herron, A.B., M.B.A.
New York, NY

Patricia Judah Palmer '57, A.B.
Wellesley Hills, MA

Milton V. Peterson '58, A.B.
Fairfax, VA

Jane Bryant Quinn '60, A.B., LL.D.
North Salem, NY

Robert P. Youngman '64, A.B.
New York, NY

PRESIDENT AND FELLOWS

TERM TRUSTEES	<i>First Elected</i>	<i>Term Expires</i>
Robert C. Graham, Jr., '63, A.B. New York, NY	1992	1997
Antonia Johnson, A.B., M.A. Stockholm, Sweden	1992	1997
William H. Kieffer III '64, A.B. Boston, MA	1992	1997
William E. Odom, B.S., Ph.D. Alexandria, VA	1987	1997
Frederic W. Allen, A.B., LL.B. Shelburne, VT	1988	1998
Ronald H. Brown '62, A.B., J.D. Washington, DC	1988	1998
Magna L. Dodge '68, A.B., M.B.A. New York, NY	1993	1998
Reed L. Harman '68, A.B. Palos Verdes, CA	1993	1998
Peter I. Bijur, A.B., M.B.A. New Canaan, CT	1994	1999
Nicholas R. Clifford, A.B., M.A., Ph.D. New Haven, VT	1994	1999
Drucilla Cortell Gensler '57, A.B. Mill Valley, CA	1994	1999
Betty Ashbury Jones, A.B., M.A. Louisville, KY	1994	1999
J. Lea Hillman Simonds '69, A.B. Pittsburgh, PA	1994	1999

ALUMNI TRUSTEES

Albert H. Elfner III '66, A.B. Boston, MA	1990	1995
Pamela Nugent Czekanski '81, A.B. Boston, MA	1991	1996
Martha Saenz '65, A.B., J.D. Chevy Chase, MD	1991	1996

PRESIDENT AND FELLOWS

John E. Martin '67, A.B. Irvine, CA	1993	1998
Nancy Coffrin Furlong '75, A.B. Burlington, VT	1994	1999
Frank W. Sesno '77, A.B. Great Falls, VA	1994	1999

TRUSTEES EMERITI

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)
South Berwick, ME

Mary Williams Brackett '36, A.B., M.A., Ph.D., Litt.D. (1969, 1984)
Wilton, CT

Allan R. Dragone, Sr., '50, A.B. (1978, 1994)
Darien, CT

Alice Guest Howson '30, A.B., M.A., Litt. D. (1948, 1979)
Bloomfield, CT

Willard T. Jackson '51, A.B., M.B.A., LL.B. (1973, 1993)
Cornwall, VT

Arnold R. LaForce '35, B.S., M.B.A., LL.D. (1961, 1980)
Mendham, NJ

W. Kyle Prescott '49, A.B. (1978, 1994)
Mississauga, ON, Canada

Raymond J. Saulnier '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)
Chestertown, MD

Hilton A. Wick, A.B., LL.B. (1969, 1984)
Burlington, VT

ACADEMIC ADMINISTRATION AND STAFF 1995-1996

Calendar year indicates first date of appointment; second date, appointment to present position.

President

President	John M. McCardell, Jr., A.B., Ph.D. (1976, 1992)
Executive Assistant to the President	Betsy M. Etchells, A.B. (1981, 1988)
Special Assistant to the President	Leroy Nesbitt, Jr., A.B., J.D. (1992)

Academic Program

Vice President for Academic Affairs	Edward C. Knox, A.B., Ph.D. (1969, 1993)
Vice President for Languages; Director of the Language Schools	Clara Yu, A.B., M.A., Ph.D. (1987, 1993)
Dean of the Faculty	Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1993)
Dean of Academic Planning and Instructional Resources	Eric L. Davis, A.B., M.A., Ph.D. (1980, 1993)
Administrative Assistant to the Vice President for Academic Affairs	Donna L. McDurfee, A.B. (1988, 1994)
Assistant for Budgets and Documentation	Catherine J. Bilodeau, A.A. (1986, 1994)
Director of the Center for the Arts	To be announced
College Curator; Director of the Museum of Art	Richard A. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)
Acting Technical Director of the Theatre	Allison Rimmer, B.S.A. (1990, 1994)
Lighting Director; Technical Director for Dance	B-St. John Schofield, A.B., M.A., Ph.D. (1984)
Administrative Director of the Science Center	Timothy H. Wickland, A.B. (1986)
Director of Writing	Kathleen Skubikowski, A.B., M.A., Ph.D. (1983, 1989)
Director of Academic Support	Janine Clookey, B.S., Sc.M. (1984, 1992)

Library

College Librarian	Ronald E. Rucker, A.B., M.A., M.L.S. (1976)
Associate Collège Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)
Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)

ACADEMIC ADMINISTRATION AND STAFF

Catalog Librarian
Collection Management Librarian
Head of Circulation Services;
Davison Librarian
Flanders Curator; Reference Librarian

Music Librarian
Reference Librarian
Reference Librarian; Instruction Librarian
Reference Librarian; Science Librarian

Joy Pile, A.B., M.M., M.L.S. (1989)
Joanne S. Hill, A.B., M.L.S. (1980, 1981)
Judith Watts, A.B., M.L.S. (1980, 1993)
Jennifer Post, A.B., M.A., M.L.S., Ph.D.
(1979, 1983)
Jerry McBride, B.M., M.M., M.L.S. (1986)
Jean Simmons, A.B., M.L.S. (1984, 1985)
Patricia Gray, A.B., M.L.S. (1989, 1990)
Susan W. Tucker, A.B., M.L.S. (1976, 1978)

Information Services

Chief Information Officer
Director of Administrative Data Processing
Assistant Director of Academic Computing
Assistant Director of Academic Computing
Systems Librarian

Coordinator of Media Services

Samuel C. Ellis, A.B., M.A.T., Ph.D. (1994)
Norman D. Hadley, A.B. (1966, 1968)
Howard C. McCausland, A.B., M.A. (1989)
Sheldon Sax, A.B., M.A. (1984, 1987)
Jeffrey Rehbach, A.B., M.A., M.L.S.
(1981, 1985)
Ernest R. Longey (1974, 1992)

Student Services

Vice President for Undergraduate Affairs;
Dean of the College
Dean of Students

Dean of Advising

Associate Dean of Students
Assistant Dean of Students
Director of Residential Life
Assistant to the Director of Residential Life
Director of the Bicultural Center
Director of Undergraduate Records
Director of Public Safety
Director of Career Counseling and
Placement
Associate Director of Career Counseling
and Placement
Chaplain

Director of the Center for Counseling and
Human Relations
Psychologist; Coordinator of Psychological
Testing and Evaluation
Mental Health Counselor
Director of Health Education; Educational
Coordinator of Sexual Harassment
Prevention

Don J. Wyatt, A.B., M.A., Ph. D. (1986,
1994)
Ann Craig Hanson, A.B., Ed.M., Ph.D.
(1988, 1991)
Karl L. Lindholm, A.B., M.A., Ph.D.
(1976, 1991)
Arlinda Wickland, A.B., M.A. (1980)
Matthew Longman, A.B. (1989, 1993)
Katherine Ebner, A.B. (1992, 1993)
Hieu Nguyen, A.B. (1992, 1993)
Rhonda Ferguson, B.F.A., M.A. (1993)
Lucinda A. Rigg (1976, 1983)
Peter S. Chenevert (1988)
Valerie B. Szymkowicz, A.B., M.Ed.
(1984, 1992)
Patrick Mullane, B.B.A., M.S. (1992)
Howard B.M. Fauntroy III, A.B., M.A.,
M.Div. (1994)
Gary F. Margolis, A.B., Ph.D. (1972)
Brenda Andrieu, A.B. (2), M.A., Ph.D.
(1988)
Patricia Noll, A.B., M.A. (1990)
Marianna McShane, A.B., M.A. (1982,
1990)

ACADEMIC ADMINISTRATION AND STAFF

Medical Director of the George Parton Health Center	Ruth K. Grant, M.D. (1986)
Administrative Director of the George Parton Health Center	Kathleen A. Ready, B.S.N., M.S.N. (1992)
Director of Student Activities	Tiffany Sargent, A.B. (1985, 1989)
Associate Director of Student Employment; Coordinator of Leadership Programs	Cheryl Whitney Lower, A.B. (1985, 1993)
Student Center Coordinator	Carlos A.I. Costa, B.S., Ph.D. (1993)

Admissions

Director of Admissions	Geoffrey R. Smith, A.B., M.Ed. (1986, 1992)
Associate Director of Admissions; Coordinator of Special Projects	Caroline S. Donnan, A.B., M.Ed. (1986, 1992)
Associate Director of Admissions; Coordinator of International Admissions	John E. Hanson, A.B., M.A., Ed.D. (1991, 1992)
Associate Director of Admissions, Multicultural Admissions	Sonja Y. Johnson, A.B. (1993)
Associate Director of Admissions; Multicultural Admissions	Kathy M. Lindsey, A.B. (1983, 1989)
Associate Director of Admissions; Multicultural Admissions	Barbara H. Marlow, A.B. (1983, 1993)
Associate Director of Admissions; Coordinator of Alumni Admissions Program	Carolyn L. Perine, A.B. (1973, 1982)
Associate Director of Admissions; Coordinator of Admissions Operations/Technology	Bertram D. Phinney, A.B. (1973, 1982)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Associate Director of Athletics; Coach of Men's Basketball	Russell L. Reilly, A.B., M.Ed. (1977)
Assistant Director of Athletics; Coach of Women's/Men's Tennis	Gail Smith, A.B. (1977)
Coach of Skiing, Cross-Country	Terry L. Aldrich, B.S. (1975)
Coach of Men's Hockey, Golf	William Beaney, A.B. (1986)
Coach of Men's/Women's Track; Strength Coach	Martin Beatty, A.B. (1987)
Coach of Men's/Women's Swimming; Director of the Brown Pool; Assistant Coach of Women's Lacrosse	Mary Ellen Claffey, B.S. (1986)
Coach of Field Hockey, Women's Lacrosse; Director of Physical Education	Carson W. Foote, B.S. (1977)
Coach of Women's Soccer, Basketball	Jennifer H. Fulcher, A.B., M.S., C.A.G.S. (1994)

ACADEMIC ADMINISTRATION AND STAFF

Coach of Football; Assistant Coach of Men's Lacrosse	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach of Women's Hockey; Assistant Coach of Football, Baseball	William Mandigo, A.B. (1988)
Coach of Men's Lacrosse; Assistant Coach of Football	Erin Quinn, A.B., M.A.T. (1990)
Coach of Men's Soccer, Women's Squash; Assistant Coach of Women's Golf (spring)	David F. Saward, B.Ed., M.Ed. (1985)
Coach of Men's/Women's Alpine Skiing; Assistant Coach of Men's Soccer	Mark D. Smith, A.B. (1994)
Coach of Baseball; Director of Club Sports/Intramurals	Robert L. Smith, A.B., M.A. (1979)
Assistant Coach of Women's Nordic Skiing and Track	Patricia Ross-Tran, B.S. (1988)
Head Athletic Trainer	David P. Matthews, B.S., M.A. (1983)
Athletic Trainer	W. Kelly Cray, B.S. (1993)
Athletic Trainer	Andrea M. Larson, M.A. (1995)
Physical Therapist	Susan E. Murphy, A.B. (1976)

External Affairs

Vice President for External Affairs	William F. Melton, II, A.B. (1993)
Senior Assistant to the Vice President	Shelley Glassner, A.B., M.A.T. (1988, 1993)
College Editor	Rachel Morton, A.B. (1994)
Director of Alumni and Parent Programs	Elizabeth H. Robinson, A.B., M.A. (1994)
Director of Annual Fund	Eileen M. Sims (1986, 1993)
Director of Development	Ann E. Crumb, A.B., M.A. (1990, 1994)
Director of External Affairs Administration	A. Tracey Becken, A.B. (1993)
Director of Grants	Susan Véguez, A.B., M.A. (1979, 1984)
Director of Planned Giving	Edward Sommers, A.B. (1992)
Director of Principal Gifts	Michael D. Schoenfeld, A.B., M.Ed. (1981, 1994)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Publications	Steven K. Metzler, B.S., M.A., M.F.A. (1989, 1994)
Director of Research and Records	Kim Ehritt Smith, A.B. (1982, 1988)
Executive Secretary, Alumni Association	Hugh Marlow, A.B. (1980, 1984)
Senior Capital Gifts Officer	Mona M. Wheatley, A.B., M.Ed. (1980, 1994)

Business Management

Vice President for Administration;	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1985)
Treasurer	Thomas J. Corbin, B.B.A. (1989, 1994)
Director of Human Resources;	
Assistant Treasurer	Kathryn V. Bryne, A.B., M.B.A. (1992, 1994)
Associate Director of Human Resources	Sandra W. Current, A.B. (1992)
Assistant Director of Human Resources for Compensation	

ACADEMIC ADMINISTRATION AND STAFF

Assistant Director of Human Resources for Compensation	Cheryl A. Gline (1983, 1994)
Assistant Treasurer and Comptroller	Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)
Associate Comptroller	Rhoda M. Rader, B.S. (1979, 1989)
Assistant Comptroller	Robert W. Caragher, A.B., M.I.M., C.P.A. (1991)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Purchasing Agent	Howard W. Brush (1980, 1983)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Director of Dining Services	Ted A. Mayer (1987)
Manager of Mailing Service and Reprographics	Steven K. Goodman (1983, 1994)
College Forester	Stephen W. Weber, A.B., M.S. (1978, 1980)
Manager of College Store	Robert T. Santry, A.B. (1993)
Director of Facilities Management	Jon C. Woodbury, B.S. (1978)
Assistant Director of Facilities Management for Engineering and Utilities	Arthur J. Thorne (1968, 1980)
Assistant Director of Facilities Management for Facilities Maintenance and Operation	Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)
Assistant Director of Facilities Management for Custodial Services	Linda L. Ross (1980, 1994)
Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)
Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)
Assistant Director of Financial Aid	Erik J. Liljestrand, A.B. (1988, 1989)
Assistant Director of Financial Aid	Sandra L. Vivian, A.B., M.B.A. (1991)

Language Schools, Bread Loaf

Director of the Language Schools	Clara Yu, A.B., M.A., Ph.D. (1987, 1993)
Assistant to the Director of the Language Schools	Elizabeth Karnes, A.B. (1988)
Dean of the Language Schools	Roberto A. Véguez, B.S., M.A., Ph.D. (1972, 1994)
Director of the Arabic School	Mahmoud Al-Batal, B.A., M.A., Ph.D. (1990)
Director of the Bread Loaf School of English	James H. Maddox, B.A., M.A., Ph.D. (1989)
Director of the Bread Loaf Writers' Conference	Michael Collier, M.F.A. (1995)
Administrative Director of the Bread Loaf Writers' Conference	Devon Jersild, M.A. (1995)
Coordinator of Admissions of the Bread Loaf Writers' Conference	Carol Knauss, A.B. (1975, 1989)
Director of the Chinese School	Richard Chi, B.A., M.A., Ph.D. (1992)
Director of the French School	Daniel Jourlait, B.A., M.A., Ph.D., Agrégation (1986)

ACADEMIC ADMINISTRATION AND STAFF

Director of the School in France: Paris	Nancy O'Connor, B.A., Ph.D. (1986, 1991)
Director of the German School	Konrad Kenkel, B.A., M.A., Ph.D. (1987)
Director of the School in Germany: Mainz	Van Horn Vail, B.A., M.A., Ph.D. (1988, 1992)
Director of the Italian School	Edoardo A. Lebano, Diploma di Maturita Classica, M.A., Ph.D. (1986)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School	Masakazu Watabe, B.A., M.A., Ph.D. (1991)
Director of the Spanish School	Frank P. Casa, B.A., M.A., Ph.D. (1987)
Director of the School in Spain: Madrid	To be announced
Director of the Russian School	Alexander Wornozoff, B.A., M.A., Ph.D. (1983)
Director of the School in Russia: Moscow	Linda Bruce, M.A. (1992, 1993)

FACULTY

John M. McCardell, Jr.
A.B., Washington and Lee University;
Ph.D., Harvard University
President (1992); Professor of History
(1976)

Edward C. Knox
A.B., Wesleyan University;
Ph.D., Yale University
Vice President for Academic Affairs (1993);
Professor of French (1969)

Don J. Wyatt
A.B., Beloit College; M.A., Ph.D.,
Harvard University
Vice President for Undergraduate Affairs
(1994); Dean of the College (1994);
Associate Professor of History (1986)

Clara Yu
A.B., National Taiwan University;
M.A., Ph.D., University of Illinois
Vice President for Languages (1993);
Director of the Language Schools (1993);
Associate Professor of Chinese (1987)

Ronald D. Liebowitz
A.B., Bucknell University; M.A.,
Ph.D., Columbia University
Dean of the Faculty (1993);
Professor of Geography (1984)

Eric L. Davis
A.B., Brown University; M.A., Ph.D.,
Stanford University
Dean of Academic Planning and
Instructional Resources (1993);
Professor of Political Science (1980)

Stephen B. Abbott
B.S., Colgate University; Ph.D.,
University of Virginia
Assistant Professor of Mathematics (1993)

Don Adams
A.B., Reed College; M.A., Ph.D.,
Cornell University
Assistant Professor of Philosophy (1991)

Eve Adler
A.B., Queens College; M.A., Brandeis
University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education
(1975)

Julia A. Alvarez
A.B., Middlebury College; M.A.,
Syracuse University
Associate Professor of English (1988);
on Associate Status

Glenn M. Andres
B.Arch., Cornell University;
M.F.A., Ph.D., Princeton University
Professor of Art (1970)

Alicia B. Andreu
A.B., Chapman College; M.A.,
University of Wisconsin;
Ph.D., University of Oregon
Professor of Spanish (1976); A. Barton
Hepburn Women's Professor (1992)

Richard T. W. Arthur

A.B., Oxford University; M.A., McGill University; Ph.D., University of Western Ontario

Associate Professor of Philosophy (1985)

Cynthia Packert Atherton

A.B., University of Pittsburgh; M.A., Ph.D., Harvard University

Assistant Professor of Art (1987-88, 1989)

David H. Bain

B.A., Boston University

Visiting Lecturer in English (1987); part-time

Alexandra T. Baker

A.B., Hunter College; M.A., Indiana University

Lecturer in Russian (1967)

Cates Baldridge

A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia

Associate Professor of English (1986)

Mireille Barbaud-McWilliams

Ph.D., Université de Paris X—Nanterre

Visiting Assistant Professor of French (1979, 1989)

Stanley P. Bates

A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University

Professor of Philosophy (1971)

William Beaney

A.B., University of New Hampshire

Assistant Professor of Physical Education (1986)

Martin C. Beatty

A.B., Middlebury College

Assistant Professor of Physical Education (1986)

Eduardo C. Béjar

A.B., B.Arch., Rice University; M.A., University of Houston; M.A., Ph.D., University of Massachusetts

Associate Professor of Spanish (1985)

Barbara L. Bellows

A.B., M.A., Ph.D., University of South Carolina

Associate Professor of History (1983); on Associate Status

Evan N. Bennett

A.B., Harvard University; M.M., Juilliard School; M.A., Princeton University

Visiting Instructor in Music (1993); part-time

Tsehai Berhane-Selassie

A.B., Addis Ababa University; M.A., Ph.D., Oxford University

Visiting Assistant Professor of Anthropology (1995)

John D. Berninghausen

A.B., University of Minnesota; M.A., Ph.D., Stanford University

Professor of Chinese (1976); Charles A. Dana Professor (1993)

John A. Bertolini

A.B., Manhattan College; M.A., Ph.D., Columbia University

Professor of English and Film (1975); on leave winter and spring 1996

Thomas R. Beyer, Jr.

B.S., Georgetown University; M.A., Ph.D., University of Kansas

Professor of Russian (1975)

Suzanne Bocanegra

B.F.A., University of Texas; M.F.A., San Francisco Art Institute

Visiting Assistant Professor of Art (1988); teaching winter and spring

Priscilla Bremser

A.B., Smith College; M.A., Ph.D., Johns Hopkins University

Associate Professor of Mathematics (1984)

FACULTY

David A. Bumbeck

B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Professor of Art (1968)

James P. Butler, Jr.

B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Art (1981); on Associate Status

Alison Byerly

A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of English (1989)

Jeffrey H. Byers

B.S., University of Rochester; Ph.D., Dartmouth College
Associate Professor of Chemistry (1986);
on leave 1995-96

Sara J. Cairns

B.S., Cornell University; M.A., Purdue University; Ph.D., Cornell University
Visiting Assistant Professor of Biology (1994)

Penny Campbell

A.B., Bennington College
Lecturer in Dance (1985)

Susan M. Campbell

B.S., Denison University; M.A., Ph.D., University of California at Los Angeles
Assistant Professor of Psychology (1993)

Sandra Carletti

Dipl., Università degli Studi di Bologna; M.A., Johns Hopkins University
Visiting Instructor in Italian (1991)

Thomas A. Carr

A.B., University of California at Santa Barbara; M.A., Ph.D., University of Colorado
Assistant Professor of Economics (1990)

Jeffrey W. Cason

A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Political Science (1994)

Carole Cavanaugh

A.B., Temple University; Ph.D., Yale University
Assistant Professor of Japanese (1990);
on leave 1995-96

James Cavanaugh

A.B., Brown University
Visiting Instructor in Classics (1993)

Jane Chaplin

A.B., Brown University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1992)

Gregory Kuei-ke Chiang

A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976); on leave winter and spring 1996

Sunhee Choi

B.S., Seoul National University; M.A., Korean Advanced Institute of Science; Ph.D., Princeton University
Associate Professor of Chemistry (1987)

Robert R. Churchill

B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978)

Mary Ellen Claffey

B.S., University of New Hampshire
Assistant Professor of Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon

A.B., University of California at Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970)

Janine Clookey

B.S., State University of New York at Buffalo; M.S., Brown University
 Director of Academic Support (1991);
 Lecturer in Mathematics (1984); on leave
 1995-96

Robert G. Cluss

A.B., Boston University; Ph.D., Ohio State University
 Assistant Professor of Chemistry (1986,
 1990)

Nancy Lee Coiner

A.B., St. John's College; M.Phil., Oxford University; Ph.D., Stanford University
 Assistant Professor of English (1989)

Raymond A. Coish

B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
 Professor of Geology (1979)

David C. Colander

A.B., M.A., M.Phil., Ph.D., Columbia University
 Professor of Economics (1982); Christian A. Johnson Professor in Economics (1982); on leave 1995-96

Richard Cornwall

A.B., Princeton University; Ph.D., University of California at Berkeley
 Professor of Economics (1977)

Malcolm Phillip Cutchin

A.B., University of Texas at Austin; M.A., University of Kentucky
 Instructor in Geography (1995)

Cécile Vernier Danehy

D.E.U.G., Université de Dijon; M.A., Ph.D., University of Virginia
 Assistant Professor of French (1989)

Darién J. Davis

A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
 Assistant Professor of History (1992)

Kyoko Hayasaka Davis

A.B., Tsuru University; M.A., St. Michael's College
 Visiting Instructor in Japanese (1991)

Sergei Davydov

A.B., Charles University; M.A., Ludwig-Maximilian Universität; Ph.D., Yale University
 Professor of Russian (1976-78, 1988)

Matthew Dick

B.S., University of Alaska; M.S., Western Washington University; Ph.D., Yale University
 Assistant Professor of Biology (1995)

Matthew Dickerson

A.B., Dartmouth College; M.S., Ph.D., Cornell University
 Assistant Professor of Mathematics and Computer Science (1989)

Richard H. Dollase

A.B., Brown University; M.A.T., C.A.S., Wesleyan University; Ed.D., Boston University
 Director of Teacher Education with rank of Professor (1982)

Stephen Donadio

A.B., Brandeis University; M.A., Université de Paris—Sorbonne; Ph.D., Columbia University
 Professor of American Literature (1977); William R. Kenan, Jr., Professor (1993)

David R. Dorman

B.S., Hobart College; Sc.M., Ph.D., Brown University
 Associate Professor of Mathematics (1984); on leave winter and spring 1996

Murray P. Dry

A.B., M.A., Ph.D., University of Chicago
 Professor of Political Science (1968); Charles A. Dana Professor (1994)

FACULTY

Jeffrey S. Dunham

B.S., University of Washington; M.S.,
Ph.D., Stanford University
Professor of Physics (1983)

John C. Elder

A.B., Pomona College; Ph.D., Yale
University
Professor of English and Environmental
Studies (1973)

John D. Emerson

A.B., University of Rochester; M.S.,
Ph.D., Cornell University
Professor of Mathematics (1973)

Jule Emerson

A.B., St. Cloud State University;
M.F.A., New York University
Artist-in-Residence, with the rank
of Assistant Professor of Theatre (1990)

Mark Evancho

A.B., Baldwin-Wallace College;
M.F.A., Western Illinois University
Assistant Professor of Theatre (1991);
on leave 1995-96

Emory M. Fanning

B.M., Oberlin College; M.M.,
University of Illinois; Mus.A.D.,
Boston University
Professor of Music (1967); Fletcher
Professor in the Arts (1985)

Cheryl Faraone

A.B., M.F.A., Catholic University
of America; Ph.D., Florida State
University
Associate Professor of Theatre (1986);
on leave winter and spring 1996

Howard B. M. Fauntroy III

A.B., Middlebury College; M.A.,
M.Div., Harvard Divinity School
Chaplain (1994)

Evelina Félicité-Maurice

A.B., University of Puerto Rico;
M.A., University of Maryland; Ph.D.,
University of Colorado at Boulder
Assistant Professor of Spanish (1991);
on leave 1995-96

Robert L. Ferm

A.B., College of Wooster; B.D., Yale
Divinity School; Ph.D., Yale University
Professor of Religion (1964-65, 1969);
Pardon Tillinghast Professor of History,
Philosophy, and Religion (1987);
on Associate Status

Honorée Fleming

A.B., New York University; Ph.D.,
University of Chicago
Assistant Professor of Chemistry (1988)

Carson W. Foote

B.S., Springfield College
Assistant Professor of Physical Education
(1977)

Jennifer H. Fulcher

A.B., Connecticut College; M.S.,
C.A.G.S., Springfield College
Assistant Professor of Physical Education
(1994)

Barbara E. Ganley

A.B., Williams College; M.A.,
Middlebury College
Lecturer and Tutor in Writing (1990)

Michael E. Geisler

Wissenschaftliche Prüfung für das
Lehramt an Gymnasien, Universität
Mannheim; Ph.D., University of
Pittsburgh
Associate Professor of German (1992)

Roman Graf

M.A., University of Oregon; Ph.D.,
University of North Carolina
at Chapel Hill
Assistant Professor of German (1993)

Arthur St. Leger Grindon
A.B., University of California
at Berkeley; M.A., Ph.D., New York
University
Associate Professor of Theatre (1987)

Frederick L. Haas
A.B., Dartmouth College
Visiting Instructor in Music (1993);
part-time

Joanna S. Hall
A.B., Boston University; M.Ed., Lesley
College; Ph.D., University of
Liverpool
Lecturer in Teacher Education (1980)

Kimberly A. Hannula
A.B., Carleton College; Ph.D.,
Stanford University
Assistant Professor of Geology (1993)

William B. Hart
A.B., Ohio Wesleyan University; M.A.,
Brown University
Visiting Instructor in History (1993)

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education
(1973)

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-
Universität; Ph.D., University of
Wisconsin
Visiting Assistant Professor of Geography
(1993)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966)

David E. Horlacher
A.B., Dartmouth College; M.A.,
University of Pennsylvania; Ph.D.,
Pennsylvania State University
Visiting Professor of Economics (1992);
A. Barton Hepburn Professor of Economics
(1992); teaching spring

Thomas Huber
M.A., University of Vermont; M.A.,
Ph.D., Princeton University
Professor of German (1966)

John Huddleston
A.B., Yale University; M.F.A.,
San Francisco State University
Associate Professor of Art (1987)

John M. Hunisak
A.B., Williams College; M.A., Ph.D.,
New York University
Professor of Art (1970)

Travis B. Jacobs
A.B., Princeton University; M.A.,
Ph.D., Columbia University
Professor of History (1965); Fletcher D.
Proctor Professor of American History
(1992); on leave 1995-96

Tazim R. Kassam
A.B., Ph.D., McGill University
Assistant Professor of Religion and Islamic
Studies (1991)

John P. Keenan
A.B., Charles Borromeo Seminary;
M.A., University of Pennsylvania;
Ph.D., University of Wisconsin
Associate Professor of Religion (1986)

Constance N. Kenna
A.B., Elmira College; M.A., Yale
University
Lecturer in German (1971, 1973);
on leave 1995-96

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke
University; Ph.D., University of
Minnesota
Assistant Professor of Political Science
(1990)

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977); part-time

FACULTY

Michael Kraus

A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980);
on leave 1995-96

Bethany Ladimer

A.B., Barnard College; M.A., Ph.D., Columbia University
Associate Professor of French (1978-81, 1986)

Marjorie E. Lamberti

A.B., Smith College; M.A., Ph.D., Yale University
Professor of History (1964); Charles A. Dana Professor (1984)

C. Randall Landgren

A.B., Albion College; M.A., Ph.D., Harvard University
Professor of Biology (1977); Faculty Associate in Admissions (1994)

James A. Larrabee

B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Professor of Chemistry (1986)

G. Thomas Lawson

B.S., Springfield College
Professor of Physical Education (1969);
Director of Athletics (1977)

Kun-shan (Carolyn) Lee

B.C.S., M.A., University of Iowa
Visiting Lecturer in Chinese (1993)

Russell J. Leng

A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966)

Karl L. Lindholm

A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Dean of Advising (1991); Assistant Professor of American Literature and Civilization (1981); on leave 1995-96

Gregory J. Lowenberg

B.S., University of Iowa; Ph.D., University of California at Davis
Assistant Professor of Biology (1994)

David A. J. Macey

A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Cornelius V. Starr Professor of Russian and Soviet Area Studies (1993)

William E. Mandigo

A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley

B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Geology (1989)

Gary F. Margolis

A.B., Middlebury College; Ph.D., State University of New York at Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Edward A. Martin

A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of English (1961); Henry Norman Hudson Professor of English (1987); on Associate Status

Robert P. Martin

B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1976)

Adrián Massei

Licenciatura, Universidad Nacional de Córdoba; M.A., Ph.D., University of Iowa
Visiting Assistant Professor of Spanish (1994)

Tamar Mayer

A.B., University of Haifa; M.S., Ph.D.,
University of Wisconsin

Associate Professor of Geography (1985);
on leave 1995-96

John P. McWilliams, Jr.

A.B., Princeton University; M.A.,
Ph.D., Harvard University

Professor of American Literature and
Civilization (1977); Julian W. Abernethy
Professor of American Literature (1988)

Grant A. Meyer

B.S., University of Idaho; M.S.,
Montana State University; Ph.D.,
University of New Mexico

Assistant Professor of Geology (1993)

Raoul J. O. Miller

B.S., University of Liverpool; M.S.,
McMaster University; Ph.D.,
University of Colorado at Boulder

Assistant Professor of Geography (1994)

Brett C. Millier

A.B., Yale University; Ph.D., Stanford
University

Associate Professor of American Literature
and Civilization (1986); on leave 1995-96

Montserrat Mir

A.B., Universidad Central de
Barcelona; M.A., Ph.D., University
of Illinois at Urbana/Champaign

Assistant Professor of Spanish (1994)

Donald Mitchell

A.B., Swarthmore College

Lecturer in English and Theatre (1986)

Hiroshi Miyaji

A.B., Kyoto University; M.A., Ph.D.,
Stanford University

Professor of Philosophy (1980); Cornelius
V. Starr Professor in Linguistics and
Language (1987)

Paul Monod

A.B., Princeton University; M.A.,
M.Phil., Ph.D., Yale University

Associate Professor of History (1984);
on leave 1995-96

Thomas E. Moran

A.B. Syracuse University; M.A.,
Ph.D., Cornell University

Assistant Professor of Chinese (1994)

Kevin M. Moss

A.B., Amherst College; M.A., Ph.D.,
Cornell University

Associate Professor of Russian (1983,
1985); on leave 1995-96

A. David Napier

B.Phil., University of Louvain;

M.Litt., D.Phil., Oxford University

Professor of Art and Anthropology (1981,
1984); on Associate Status

Elizabeth Napier

A.B., Kalamazoo College; M.A.,
Ph.D., University of Virginia

Professor of English (1978)

Eric G. Nelson

A.B., University of Illinois; M.A.,
M.F.A., University of Iowa

Professor of Art (1978); Christian A.
Johnson Professor in Art (1994);
on leave 1995-96

Janet E. Nelson

A.B., Carleton College; Ph.D.,
California Institute of Technology

Assistant Professor of Chemistry (1994)

Margaret K. Nelson

A.B., Swarthmore College; Ph.D.,
Columbia University

Professor of Sociology (1975)

Paul E. Nelson

A.B., Augustana College; M.A., Ph.D.,
University of Chicago

Professor of Political Science (1963);

George Nye and Anne Walker Boardman

Professor of Mental and Moral Science
(1990)

FACULTY

Michael R. Newbury

A.B., Wesleyan University; M.A.,
Ph.D., Yale University

Assistant Professor of American Literature
and Civilization (1993)

Mary Ann Newman

A.B., M.A., New York University
Visiting Instructor in Spanish (1994)

Gary R. Nielsen

B.S., State University of New York
at Binghamton; Ph.D., Oregon State
University

Visiting Assistant Professor of Biology
(1992, 1994)

Charles A. Nunley

B.A., Middlebury College; Ph.D.,
Princeton University

Assistant Professor of French (1988-89,
1991)

Nancy M. O'Connor

A.B., Swarthmore College; Ph.D.,
Cornell University

Professor of French (1977); Director
of the School in France (1995-96)

Nobuo Ogawa

A.B., Keio University; M.A.,
University of British Columbia; Ph.D.,
University of Pennsylvania

Associate Professor of Japanese (1988)

Michael Olinick

A.B., University of Michigan; M.A.,
Ph.D., University of Wisconsin

Professor of Mathematics (1970)

Andrea Olsen

A.B., Millikin University; M.F.A.,
University of Utah

Professor of Dance (1982); on leave fall
1995 and winter 1996

Bob Osborne

B.S., University of Tennessee; Ph.D.,
McMaster University

Professor of Psychology (1979)

Ellen D. Oxfeld

A.B., Williams College; M.A., Ph.D.,
Harvard University

Associate Professor of Anthropology (1985);
on leave 1995-96

Patricia Pack

A.B., Barnard College; M.A.,
Columbia University

Lecturer in English and Tutor in Writing
(1986)

Robert Pack

A.B., Dartmouth College; M.A.,
Columbia University

Professor of English (1964); College
Professor (1992)

Jay Parini

A.B., Lafayette College; B.Phil.,
Ph.D., University of St. Andrews

Professor of English (1982); Donald Everett
Axinn Professor of Creative Writing (1994)

Edward S. (Ted) Perry

A.B., Baylor University; M.A., Ph.D.,
University of Iowa

Professor of Theatre and Art (1978)

Bruce B. Peterson

A.B., Middlebury College; Ph.D.,
Syracuse University

Professor of Mathematics (1962); College
Professor (1989)

William P. Peterson

A.B., Dartmouth College; M.S.,
Ph.D., Stanford University

Assistant Professor of Mathematics (1989)

Noah M. Jedidiah Pickus

A.B., Wesleyan University

Visiting Instructor in Political Science
(1993)

Jayendran Pillay

B.Mus., University of Durban-
Westville; M.A., Ph.D., Wesleyan
University

Assistant Professor of Music (1992)

Kymerberly N. Pinder

B.A., Middlebury College; M.A., Yale University

Instructor in Art (1993)

José Alberto Portugal

A.B., Pontificia Universidad Católica del Perú; Ph.D., University of Texas at Austin

Assistant Professor of Spanish (1990)

Cassandra W. Potts

A.B., Pomona College; M.A., Ph.D., University of California at Santa Barbara

Assistant Professor of History (1990)

Kirsten H. Powell

B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University

Associate Professor of Art (1983)

Ronald D. Powers

B.S., University of Missouri

Visiting Assistant Professor of English (1989); part-time

David Price

A.B., Amherst College; M.A., Ph.D., Princeton University

Professor of English (1970)

Robert Prigo

A.B., M.A., Ph.D., University of California at Santa Barbara

Professor of Physics (1980)

Erin C. Quinn

A.B., Middlebury College; M.A.T., Tufts University

Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.

A.B., Middlebury College; M.A., Ph.D., Harvard University

Assistant Professor of History (1989)

Sunder Ramaswamy

A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University

Assistant Professor of Economics (1990)

Stephen J. Ratcliff

B.S., Case Western Reserve University; Ph.D., Princeton University

Associate Professor of Physics (1985)

Russell L. Reilly

A.B., Bates College; M.Ed., Boston University

Assistant Professor of Physical Education (1977); Associate Director of Athletics (1983)

Marc Riess

A.B., State University of New York at Stony Brook; M.A., Ph.D., University of Florida

Professor of Psychology (1978)

Carol E. Rifelj

A.B., M.A., Ph.D., University of Wisconsin

Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

E. Burke Rochford, Jr.

A.B., California State University at San Bernardino; M.A., Ph.D., University of California at Los Angeles

Associate Professor of Sociology (1986)

Steven C. Rockefeller

A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., Columbia University

Professor of Religion (1971); on Associate Status

Richard V. Romagnoli

A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University

Associate Professor of Theatre (1986); on leave winter and spring 1996

FACULTY

Thomas M. Root

B.S., University of Detroit; M.S.,
Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg

B.S., University of Pennsylvania;
M.P.A., Ph.D., Cornell University
Professor of Political Science (1972);
Frederick C. Dirks Professor in Economics
and Political Science (1993)

Patricia Ross-Tran

B.S., University of New Hampshire
Assistant Professor of Physical Education
(1987)

Ronald E. Rucker

A.B., Pomona College; M.A., Harvard
University; M.L.S., University of
California at Berkeley
Librarian with rank of Professor (1976)

Laura Ruetsche

A.B., Carleton College; B.Phil.,
Oxford University; M.A., University
of Pittsburgh
Visiting Instructor in Philosophy (1994)

Theodore Sasson

A.B., Brandeis University; Ph.D.,
Boston College
Assistant Professor of Sociology (1993)

George B. Saul, II

A.B., M.A., Ph.D., University
of Pennsylvania
Professor of Biology (1967); College
Professor (1990); on Associate Status

Richard A. Saunders

A.B., Bowdoin College; M.A.,
University of Delaware; M.Phil.,
Ph.D., Yale University
College Curator and Director of the
Museum of Art, with rank of Assistant
Professor of Art (1985)

David J. F. Saward

A.B., University of London; M.S.,
Springfield College
Assistant Professor of Physical Education
(1985)

Robert S. Schine

A.B., Kenyon College; M.A.,
Universität Freiburg; Ph.D., Jewish
Theological Seminary of America
Associate Professor of Religion (1985)

Peter B. Schmitz

M.F.A., Smith College
Visiting Assistant Professor of Dance (1995)

Nancy J. Schnog

A.B., Barnard College; M.A.,
Columbia University; Ph.D., Yale
University
Assistant Professor of American Literature
and Civilization (1991)

Peter Schumer

B.S., M.S., Rensselaer Polytechnic
Institute; Ph.D., University
of Maryland
Associate Professor of Mathematics (1983)

Paula Schwartz

A.B., Duke University; M.A.,
Columbia University
Instructor in French (1989)

Sallie P. Sheldon

A.B., M.A., State University of New
York at Buffalo; Ph.D., University
of Minnesota
Associate Professor of Biology (1985);
on leave 1995-96

Kathleen Skubikowski

A.B., University of Colorado; M.A.,
Ph.D., Indiana University
Director of Writing, with rank of Assistant
Professor of English (1983, 1984)

FACULTY

Ugo Skubikowski

A.B., George Washington University;
M.A., University of Colorado; Ph.D.,
Indiana University
Professor of Italian (1981)

Ben Slay

A.B., University of California at Santa
Cruz; M.A., Ph.D., Indiana University
Assistant Professor of Economics (1994)

Gail D. Smith

B.S., State University of New York
at New Paltz
Assistant Professor of Physical Education
(1986); Assistant Director of Athletics
(1987)

H. David Smith

A.B., Denison University; M.A.,
Hollins College; Ph.D., Virginia
Commonwealth University
Visiting Assistant Professor of Psychology
(1994)

Mark D. Smith

A.B., University of Vermont
Assistant Professor of Physical Education
(1994)

Mitchell P. Smith

A.B., University of California
at Berkeley; M.P.A., Ph.D., Princeton
University
Assistant Professor of Political Science
(1993)

Robert L. Smith

A.B., University of Delaware; M.A.,
University of Maine at Orono
Assistant Professor of Physical Education
(1979)

Paul M. Sommers

A.B., University of California at Santa
Cruz; M.A., University of Michigan;
Ph.D., University of California at San
Diego
Professor of Economics (1976); on leave
winter and spring 1996

Katherine Sonderegger

A.B., Smith College; M.Div., S.T.M.,
Yale University; Ph.D., Brown
University
Associate Professor of Religion (1987)

Stephen F. Sontum

A.B., Southern Lutheran College;
Ph.D., University of California
at Davis
Professor of Chemistry (1983)

Grace H. Spatafora

B.S., Duke University; Ph.D.,
St. Louis University
Assistant Professor of Biology (1992)

Timothy B. Spears

A.B., Yale University; Ph.D., Harvard
University
Assistant Professor of American Literature
and Civilization (1990)

John Spencer

A.B., Princeton University; M.A.,
Ph.D., Columbia University; Litt.D.,
Atlanta University
Professor of History (1974); African Studies
Professor (1990); on Associate Status

Douglas C. Sprigg

A.B., M.A., Ph.D., University
of Michigan
Professor of Theatre (1975)

David C. Stahl

A.B., M.A., University of California
at Santa Barbara
Assistant Professor of Japanese (1994)

Allison K. Stanger

B.S., Ball State University; Graduate
Diploma, London School of
Economics; A.M, Ph.D., Harvard
University
Assistant Professor of Political Science
(1991); on leave 1995-96

FACULTY

Kevin M. Stephenson

A.B., State University of New York at Oswego; Ph.D., Cornell University
Assistant Professor of Economics (1992)

Regina M. Sweeney

A.B., Tufts University; Ph.D., University of California at Berkeley
Assistant Professor of History (1992)

Kyoko Takashi

A.B., Tezukayama Gakuin University; M.S., Ph.D., Georgetown University
Assistant Professor of Japanese (1990)

Su Lian Tan

A.B., Bennington College; M.M., Juilliard School; M.F.A., Princeton University
Instructor in Music (1992)

Snejana J. Tempest

M.A., Moscow State University; M.A., Ph.D., Yale University
Assistant Professor of Russian (1994)

Betsy K. Thurber

A.B., University of Vermont
Lecturer in Teacher Education (1972); part-time

George B. Todd

A.B., Amherst College; M.B.A., Stanford University; M.F.A., Princeton University
Professor of Music (1965); Christian A. Johnson Professor in the Performing Arts (1984); on Associate Status

Stephen C. Trombulak

A.B., University of California at Los Angeles; Ph.D., University of Washington
Professor of Biology and Environmental Studies (1985)

Van Horn Vail

A.B., University of Washington; M.A., Ph.D., Princeton University
Professor of German (1966); Director of the School in Germany (1995-96)

Roberto A. Véguez

B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972);
Dean of the Language Schools (1994)

Carlos Javier Velez-Blasini

A.B., Catholic University of Puerto Rico at Ponce; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1993)

Gregory J. Vitercik

A.B., Columbia University; M.A., Ph.D., State University of New York at Stony Brook
Associate Professor of Music (1986);
on leave winter and spring 1996

Neil Waters

A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor in Japanese Studies (1990)

Christopher D. Watters

B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983)

Gladys White

A.B., Universidad de Antioquia; M.A., University of Washington; Ph.D., Stanford University
Assistant Professor of Spanish (1989)

John Wilders

Ph.D., Cambridge University
Visiting Professor of English (1984, 1987);
John Hamilton Fulton Professor of the Humanities (1987); teaching fall and winter

Mark Williams

A.B., University of Michigan
Instructor in Political Science (1994)

Christopher Kent Wilson

A.B., Illinois Wesleyan University;
M.A.R., Yale Divinity School; M.A.,
M.Phil., Ph.D., Yale University
Professor of Art (1979)

P. Frank Winkler, Jr.

B.S., California Institute of
Technology; M.A., Ph.D., Harvard
University
Professor of Physics (1969)

Marc S. Witkin

A.B., Harvard University; M.A.,
Ph.D., University of Chicago
Assistant Professor of Classics (1988)

Richard Wolfson

A.B., Swarthmore College; M.S.,
University of Michigan; Ph.D.,
Dartmouth College
Professor of Physics (1976); George Adams
Ellis Professor of Liberal Arts (1992)

Paul Wonnacott

A.B., University of Western Ontario;
M.A., Ph.D., Princeton University
Visiting Professor of Economics (1994);
Alan R. Holmes Visiting Professor
in Monetary Economics (1994)

Phanindra V. Wunnava

B. Commerce, M. Commerce, Andhra
University; M.A., D.A., University
of Miami; Ph.D., State University
of New York at Binghamton
Associate Professor of Economics (1985)

Oliver Larry Yarbrough

A.B., Birmingham-Southern College;
A.B., (M.A.) Cambridge University;
M.Div., Candler School of Theology,
Emory University; M.Phil., Ph.D.,
Yale University
Associate Professor of Religion (1983)

Patricia Zupan

A.B., Duquesne University; M.A.,
Ph.D., Indiana University
Associate Professor of Italian (1982)

Assistants in Instruction**Vickie Backus**

A.B., McMaster University; M.S.,
Brock University; Ph.D., University of
Vermont
Assistant in Biology (1991, 1994)

Harry T. L. Ernevad

Göteborgs Tekniska Inst., Göteborg
Universitet
Assistant in Chemistry (1977)

Kathleen J. Jewett

B.S., Michigan State University
Assistant in Chemistry (1989)

Jeffrey Lane

A.B., Middlebury College
Assistant in Geography (1994)

H. Peter Wimmer

A.B., M.S., Lehigh University; Ph.D.,
University of Vermont
Assistant in Biology (1972)

Emeriti**David H. Andrews**

A.B., M.A., Ph.D.
Professor Emeritus of Anthropology (1968);
Emeritus (1995)

James Isbell Armstrong

A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus
of Classics (1963); Emeritus (1975)

Robert L. Baker

A.B., M.A., Ph.D.
Professor Emeritus of Russian (1967);
Emeritus (1990)

Donald Henry Ballou

A.B., Ph.D.
Charles A. Dana Professor Emeritus
of Mathematics (1942); Emeritus (1973)

FACULTY

Simon Barenbaum
Ph.D.

George Adams Ellis Professor Emeritus
of French (1970); Emeritus (1991)

Horace P. Beck
A.B., Ph.D.

Professor Emeritus of Folklore (1956);
Emeritus (1983)

Ronald R. Bielli
B.S., M.A.

Professor Emeritus of Mathematics (1956);
Emeritus (1984)

Claude L. Bourcier
Agrégé de l'Université

Alumni Professor Emeritus of French
(1937); Emeritus (1975)

Walter E. Brooker
A.B., Ed.D.

Vice President Emeritus (1956); Emeritus
(1982)

Pierina B. Castiglione
M.A., Dottore in Lettere

Lecturer Emerita in Italian (1972); Emerita
(1975)

William B. Catton
A.B., M.A., Ph.D.

Historian-in-Residence Emeritus (1964);
Emeritus (1984)

John H. Clagett
B.S., Ph.D.

Professor Emeritus of English (1955);
Emeritus (1978)

Nicholas R. Clifford
A.B., M.A., Ph.D.

College Professor Emeritus of History
(1966); Emeritus (1993)

John V. Craven
A.B., M.A., Ph.D.

Professor Emeritus of Economics (1956);
Emeritus (1983)

Paul M. Cubeta
A.B., Ph.D.

College Professor Emeritus of Humanities
(1952); Emeritus (1989)

Albert H. Ewell, Jr.
A.B., Ph.D.

Professor Emeritus of Psychology (1952);
Emeritus (1993)

Wendell F. Forbes
A.B.

Associate Professor Emeritus of Physical
Education (1962); Emeritus (1987)

Stephen Albert Freeman
Ph.D., LL.D., L.H.D., Litt.D.

Professor Emeritus of French (1925); Vice
President Emeritus (1943); Emeritus
(1963); Director Emeritus of the Language
Schools (1946); Emeritus (1970)

Robert W. Gleason
A.B., Ph.D.

Professor Emeritus of Chemistry (1960);
Emeritus (1994)

Robert K. Gould
B.S., M.S., Ph.D.

Professor Emeritus of Physics (1968);
Emeritus (1994)

Rudolf K. Haerle, Jr.
A.B., M.A., Ph.D.

Professor Emeritus of Sociology (1962-66,
1967); Emeritus (1993)

Grant H. Harnest
A.B., Ph.D.

Irene Heinz and John LaPorte Given
Professor Emeritus in Pre-Medical Sciences
(1975); Professor Emeritus of Chemistry
(1943); Emeritus (1982)

William Harris
A.B., Ph.D.

Professor Emeritus of Classics (1956);
Emeritus (1988)

Ursula Heibges**A.B., M.A., Ph.D.**Associate Professor Emerita of Classics
(1961); Emerita (1990)**Harold Bradford Hitchcock****A.B., Ph.D.**Mead Professor Emeritus of Biology
(1943); Emeritus (1968)**Charles Leonard Hoag****A.B., M.A., Ph.D.**Alumni Professor Emeritus of Political
Science (1947); Emeritus (1972)**J. Rowland Illick****A.B., Ph.D.**Professor Emeritus of Geography (1946);
Emeritus (1986)**Mary E. Lick****A.B., M.S.**Professor Emerita of Physical Education
(1956); Director Emerita of Physical
Education (1947); Emerita (1987)**David J. Littlefield****A.B., M.A., Ph.D.,**Professor Emeritus of English (1953-56,
1959); Philip Battell Stewart and Sarah
Frances Cowles Stewart Professor Emeritus
(1974); Emeritus (1995)**Duncan J. McDonald****B.S., M.A.**Professor Emeritus of Biology (1967);
Emeritus (1985)**Walter A. Moyer, Jr.****B.S., Ph.D.**Professor Emeritus of Chemistry (1951);
Associate Dean Emeritus of Sciences
(1981); Emeritus (1985)**Howard McCoy Munford****B.S., Ph.D.**Charles A. Dana Professor Emeritus
of American Literature (1941); Emeritus
(1977)**Fred Neuberger****A.B.**Dean of Admissions Emeritus (1950, 1985),
Emeritus (1992)**Victor L. Nuovo****A.B., B.D., Ph.D.**Charles A. Dana Professor Emeritus
of Philosophy (1962); Emeritus (1994)**Chandler A. Potter****A.B., M.F.A.**Professor Emeritus of Drama (1956);
Emeritus (1991)**Henry B. Prickitt****A.B., Ph.D.**Henry Norman Hudson Professor Emeritus
of English (1948); Emeritus (1988)**David L. Prouty****A.B., Ph.D.**Professor Emeritus of Psychology (1959);
Emeritus (1990)**Carroll Rikert, Jr.****A.B., M.B.A., C.P.A., LL.D.**

Treasurer Emeritus (1952); Emeritus (1983)

E. Kirk Roberts**A.B., Ph.D.**Professor Emeritus of Chemistry (1952);
Emeritus (1983)**Olin C. Robison****A.B., D.Phil., LL.D., L.H.D.**President Emeritus (1975); Emeritus
(1991); College Professor Emeritus of
Political Science (1975); Emeritus (1995)**Charles P. Scott****A.B., B.D.**Professor Emeritus of Religion (1951);
Emeritus (1990)**David K. Smith****A.B., Ph.D.**Alumni Professor Emeritus of Economics
(1950); Emeritus (1988)

FACULTY

M. Kimberly Sparks

A.B., Ph.D.

Professor Emeritus of German (1966);
Charles A. Dana Professor Emeritus (1970);
Emeritus (1993)

Pardon E. Tillinghast

A.B., Ph.D.

Professor Emeritus of History (1947);
Emeritus (1990)

Erie T. Volkert

A.B., M.A.

Professor Emeritus of Drama (1941);
Emeritus (1976)

Erica B. Wonnacott

A.B., M.A.

Dean of Students Emerita (1970); Emerita
(1988)

Howard E. Woodin

B.S., M.S., Ph.D.

Professor Emeritus of Biology (1953);
Emeritus (1985)

MIDDLEBURY COLLEGE CALENDAR

1995-1996

September 1995

1	Friday	Pre-enrollment ends
3	Sunday	Alumni College ends
6	Wednesday	Fall orientation begins
11	Monday	Fall term classes begin (8:15 a.m.)
15-17	Fri.-Sun.	Alumni Leadership Conference
29-30	Fri.-Sat.	Parents' Weekend I

October 1995

1	Sunday	Parents' Weekend I
14-15	Sat.-Sun.	Homecoming
19-20	Thurs.-Fri.	Mid-term recess
27-29	Fri.-Sun.	Parents' Weekend II

November 1995

9	Thursday	All-College Meeting Night
21	Tuesday	Thanksgiving recess begins (4:15 p.m.)
27	Monday	Classes resume (8:15 a.m.)

December 1995

9	Saturday	Fall term classes end (12:15 p.m.)
11	Monday	Examination period begins
12	Tuesday	Final exams begin (Tues., Thurs., Sat., Mon., Tues.)
19	Tuesday	Examination period ends, recess begins

January 1996

8	Monday	Winter term begins (8:15 a.m.)
15	Monday	Martin Luther King, Jr., Day

February 1996

2	Friday	Winter term ends, recess begins (4:15 p.m.)
3	Saturday	Celebration for mid-year graduates
7	Wednesday	Spring orientation begins
12	Monday	Spring term classes begin (8:15 a.m.)
22	Thursday	Winter Carnival recess begins (4:15 p.m.)
26	Monday	Classes resume (8:15 a.m.)

CALENDAR

March 1996

23 Saturday Spring recess begins (12:15 p.m.)

April 1996

1 Monday Classes resume (8:15 a.m.)
18 Thursday All-College Meeting Night

May 1996

11 Saturday Spring term classes end (12:15 p.m.)
13 Monday Examination period begins
14 Tuesday Final exams begin (Tues., Thurs., Sat., Mon., Tues.)
21 Tuesday Examination period ends
25 Saturday Baccalaureate
26 Sunday Commencement
31 Friday Spring reunions begin

June 1996

2 Sunday Spring reunions end
7 Friday Language Schools nine-week session begins
21 Friday Language Schools seven-week session begins
24 Monday Language Schools six-week session begins
25 Tuesday Bread Loaf School of English in Vermont begins

July 1996

1 Monday Bread Loaf School of English in Oxford begins

August 1996

9 Friday Commencement, Language Schools
10 Saturday Language Schools end
Commencement, Bread Loaf School of English in Vermont
Commencement, Bread Loaf School of English in Oxford
Pre-enrollment begins
11 Sunday Bread Loaf School of English in Vermont ends
Bread Loaf School of English in Oxford ends
13 Tuesday Bread Loaf Writers' Conference begins
25 Sunday Bread Loaf Writers' Conference ends
28 Wednesday Alumni College begins
30 Friday Pre-enrollment ends

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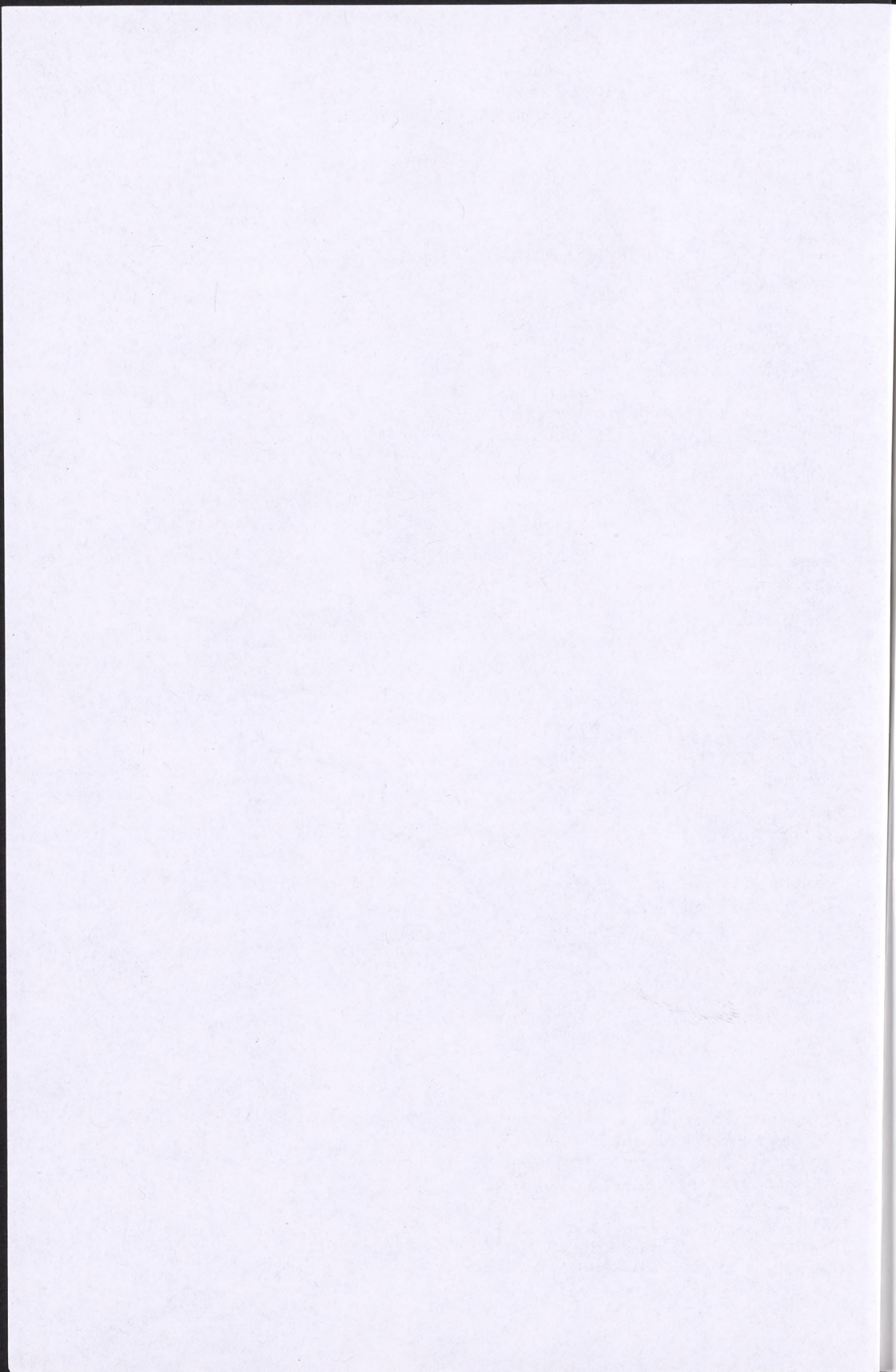
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COMMUNICATIONS

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